CURRICULUM GUIDELINE

PRIMARY, JUNIOR, INTERMEDIATE, AND SENIOR DIVISIONS

NATIVE LANGUAGES 1987

PART A: POLICY AND PROGRAM CONSIDERATIONS

Curriculum Guideline
Primary, Junior, Intermediate, and Senior
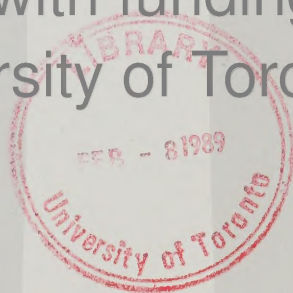Divisions

NATIVE LANGUAGES

1987

PART A: POLICY AND PROGRAM CONSIDERATIONS

A Note on the Revised Version
This revised version contains new
sections on co-operative education and
on sex equity as well as some minor
changes in wording intended to clarify
specific points of policy on the
teaching of Native languages in Ontario
schools.

Table of Contents

INTRODUCTION

This guideline provides direction for the organization of courses of
study in a Native language taught as a second language in the Primary,
Junior, Intermediate, and Senior Divisions, from Kindergarten to
Grade 12. An Ontario Academic Course (OAC) outline will be developed
to complete the advanced-level sequence. Although it is intended
primarily for Native students, the Native-as-a-Second-Language (NSL)
program is open to all Ontario students.

◈ Rationale

The Ministry of Education recognizes that learning the language of a
people can lead to a greater understanding of that people and its
culture. Students who learn a Native language, whether they be Native
or non-Native, will develop a greater understanding and appreciation
of Native culture, both as a body of beliefs and traditions and as a
source of contemporary Native perceptions and attitudes. In addition,
Native students will gain a more positive sense of identity as Native
individuals and as members of a distinctive cultural group.

In the document Indian Control of Indian Education, the National
Indian Brotherhood emphasized the significance of Native-language
instruction in the education of Native children.[1] Recent research in
Native education confirms the importance of the retention of Native
languages in the education of Native children.

> Language,...the conceptual universe [people]
> carry in their heads, is the principal means by
> which the members of a society communicate and
> exchange information about culture....[Native]
> languages present...an untold richness of the
> human spirit, built up piece by piece over
> thousands of years.[2]
>
> Those who support the retention of Native
> languages do so as part of the search for a
> meaningful education for Indian children.
> Language is recognized as the principal means by
> which culture is accumulated, shared and
> transmitted from one generation to another.
> Language expresses the uniqueness of a group's
> view of life.[3]

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1.   National Indian Brotherhood, Indian Control of Indian Education
     (Ottawa: National Indian Brotherhood, 1972), pp. 14-15.

2.   M.K. Foster, "Canada's First Languages", in Language and Society
     (Ottawa: Commissioner of Official Languages of Canada, 1982), p. 11.

3.   V.J. Kirkness, "Native Languages: Confusion and Uncertainty",
     Networks, TESL Canada Special Interest Group on Language
     Development in Native Education (Fall 1984), p.5.

The NSL program is designed to enhance students' cultural awareness and improve their communication skills. When students develop the ability to communicate in a Native language, they are likely to experience increased proficiency in their first language. Learning a Native language will reinforce, not interfere with, the learning of English, French, or other languages. The NSL program is not designed to make students fully bilingual; rather, the program offers students the opportunity to develop a functional command of a Native language, which can be expanded through further study or through contact with other speakers of the language.

◈ The Provincial Goals of Education and the NSL Program

The thirteen goals of education, as articulated by the Ministry of Education in Ontario Schools, Intermediate and Senior Divisions (OSIS), consist of helping each student to:

- develop a responsiveness to the dynamic processes of learning;

- develop resourcefulness, adaptability, and creativity in learning and living;

- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers, and other symbols;

- develop physical fitness and good health;

- gain satisfaction from participating and from sharing the participation of others in various forms of artistic expression;

- develop a feeling of self-worth;

- develop an understanding of the role of the individual within the family and the role of the family within society;

- acquire skills that contribute to self-reliance in solving practical problems in everyday life;

- develop a sense of personal responsibility in society at the local, national, and international levels;

- develop esteem for the customs, cultures, and beliefs of a wide variety of societal groups;

- acquire skills and attitudes that will lead to satisfaction and productivity in the world of work;

- develop respect for the environment and a commitment to the wise use of resources;

- develop values related to personal, ethical, or religious beliefs and to the common welfare of society.

The NSL program supports these goals by helping students to:

- develop communication skills;

-     develop an understanding of the structure and functioning of
      language;

-     recognize and use correct grammatical and syntactical forms;

-     acquire a sensitivity to the appropriate use of language;

-     gain an awareness of and sensitivity to Native peoples and
      cultures.

Aims of the NSL Program

The NSL program will provide students with learning opportunities that
will enable them to:

-     listen to and understand ideas and concepts expressed in the
      Native language under study;

-     express their experiences, thoughts, and feelings orally with
      clarity and confidence;

-     read in the Native language with growing proficiency;

-     write in the Native language with growing proficiency;

-     acquire and develop learning skills pertinent to language study;

-     improve their use of language through study, practice, and
      communication;

-     become familiar with the traditions, customs, social structures,
      history, geography, and arts of the pertinent Native language
      family, as well as those of other Native communities in Canada and
      North America;

-     develop an appreciation of the value of Native language and Native
      identity;

-     link their classroom experiences with life in their community.

Organization of the NSL Program

There are two Native language families in Ontario, Algonquian and
Iroquoian. The languages in the Algonquian group include Ojibwe, Cree,
and Delaware; those in the Iroquoian group include Oneida, Mohawk,
Cayuga, and Onondaga. The NSL program can be offered in any of these
languages. Parts B and C of this guideline provide outlines of the
language patterns of most but not all of the languages in these
language-family groupings.

    NSL classes will be taught for a minimum of 20 minutes per day in
the Primary Division and 40 minutes per day in the Junior and early
Intermediate Divisions. In secondary schools, two credits will be
available in the Intermediate Division and two in the Senior Division.
In accordance with OSIS, courses should be offered at the basic,

general, and advanced levels. Students who intend to take an OAC in
NSL must have completed one NSL credit at the advanced level in the
Senior Division.

The planning of detailed courses of study congruent with this
guideline is the responsibility of local school boards and their
teachers. It is recommended that school boards start the NSL program
in their schools at one of four entry points — the beginning of the
Primary Division, the beginning of the Junior Division, Grade 7, or
Grade 9. The school board will have to adapt the NSL program if it
begins at a point other than one recommended in this guideline.

Once an instructional sequence has begun, the program must
continue uninterrupted to the final year in which the Native language
is offered. Students should advance through an organized sequence of
learning experiences that permits a steady growth of knowledge and
skills.

Many factors contribute to the success of an NSL program: the
teacher's skill and enthusiasm, the students' motivation and aptitude
for language, the time allocated to the program, the extent of support
from the school and community, the conditions under which the program
is presented, and the learning materials provided. This guideline will
help school boards and their teachers to create a balanced NSL program
that will meet the needs of their particular students.

Program Planning

In planning the learning sequence, the two facets of the program — aims
and content — must be differentiated: the content elements must be
kept in their proper perspective as components of communication and
understanding; they are not aims in themselves.

The approach suggested in this guideline stresses the teaching of
language that is useful to students in as practical a context as it is
possible to create in a classroom. Courses are to be guided by a
carefully defined concept of what is appropriate and functional in a
community, given the present and future Native-language environment of
the students.

A number of factors will influence student expectations and the
design of the NSL program. These factors must be given serious
consideration, especially in the initial stages of planning.

Student Background

Students who enrol in the NSL program will differ in their degree
of knowledge of the Native language. Some may live in a community
where they hear or use the language daily; others may hear or use it
only rarely; still others may never have heard or used the language.

Students who hear and use the Native language outside the NSL
classroom will be able to acquire a wider range of language skills and
to progress faster than those who have few opportunities to use the
language in daily life. In the latter case, it is particularly

important to build into the program substitutes for real-life experiences — for example, games, simulations of ordinary situations (such as those encountered while shopping, travelling, or visiting a friend), radio broadcasts, films, and school-based cultural events.

When planning and discussing program outcomes with the local community, the students and their parents, principals, and teachers must be aware of the diversity of language background in the area and discuss it realistically to ensure that the community's expectations do not exceed what the school is able to offer.

Variations in Languages

Another factor that will have an effect on the NSL program is the variations, both in the spoken and written languages, that exist among and within Native communities. These variations occur because of the long oral tradition and the relatively short writing tradition of Native languages.

a) Variations among communities

Geography affects the way languages are spoken. When groups of speakers of the same language are fairly close together or have frequent occasion to talk to one another, each will be familiar with the other's idiosyncratic way of expressing something. If communities have little contact or are far apart geographically, the differences will be more obvious and people may have difficulty understanding each other.

To minimize discrepancies between the language taught at school and that used in the students' homes, the principal, through consultation with teachers and the community, must ensure that one dialect is chosen for instruction. It is important that this dialect be used consistently throughout the entire NSL program.

In cases where it is necessary to hire a language teacher from outside the local area, the teacher must use in class the dialect chosen by the principal in consultation with the Native community. Teachers in this situation must be given opportunities to extend their knowledge of the local dialect through contact with local speakers. They will require opportunities and time for this consultation.

b) Variations among age groups

Older people will frequently use words or structures that differ from those used by younger speakers. Children who hear the Native language spoken only by their grandparents and older relatives may speak a language at home that differs considerably from that of their classmates or teacher. In order to develop an awareness of such possible differences, the teacher must be given opportunities to establish contact with older community members and to invite guest speakers into the classroom.

c) Variations in levels of formality

Language will be more formal or less formal depending on the person being addressed, the setting of the conversation, and the topic being discussed. For example, one speaks more carefully to an older stranger than to a cousin of one's own age; one uses more short forms and slang in a conversation at the corner store than at a public meeting. In a Native language, the topic can also influence the degree of formality. At a public gathering, ceremonial or "elevated" language tells listeners that something of importance is being said. The audience must attend to the way in which the information is conveyed as well as to the meaning of the words. The speaker may use special words or intonations reserved for solemn occasions.

Students probably will not be taught to speak the elevated form of the language, but they will need to be made aware of the special attention and behaviour expected from listeners to the formal language. Working with and distinguishing among levels of formality is particularly suitable for students at the secondary school level. The teacher may find it helpful to seek assistance from community elders.

d) Variations in writing systems

In addition to the differences in spoken language, there are important differences in the ways in which Native languages are written, since different writers of the language have arrived at different ways of representing the same words, even within the same dialect area. The choice of orthography will therefore require a high degree of sensitivity on the part of school staff and careful negotiation of a community consensus.[4]

In communities where a writing system is already in use, it is easier for new teachers to adopt the local orthography than to make students learn one that is new to them. A change in writing systems, especially in the early years of language learning, is confusing and frustrating for students. Care must be taken to ensure that there is no change in orthography between divisions in a program or between classes in schools that employ more than one NSL teacher.

When a writing system is being introduced, it is advisable to choose one that is widely accepted. In this way, students can make use of existing materials. Once a particular writing system has been selected, that system must be used consistently throughout the program. Since questions may arise in the community when a writing system is being introduced, it is the responsibility of the school to discuss the matter in a community forum.

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4.   For more information about Native writing systems, refer to Promoting Native Writing Systems in Canada, edited by B. Burnaby (Toronto: OISE Press, 1985).

Sex Equity

Native-language courses based on this guideline must be designed to appeal to both male and female students. Native-language teachers must examine their learning materials, reading materials, cultural topics, and assignments to ensure that they provide a variety of experiences that will give all students, male and female, equal opportunities to develop their individual potential. Teachers should not impose sexist expectations on their students, which limit this development.

Native-language teachers have a responsibility to ensure that both male and female students are made aware that they can profit from learning languages. Teachers, administrators, and guidance staff should collaborate to encourage all students to maintain their interest in language studies.

Students may be exposed to materials in the Native languages that may reflect certain stereotyped roles of men and women in Native cultures. It is the responsibility of Native-language teachers to address the issue of sex equity when such materials are studied, and to make students aware of the sex-equity expectations in Ontario without disparaging the values held in Native cultures.

Co-operative Education

Co-operative education will encourage the Native community to support and actively participate in the education of their Native students. Co-operative education courses can develop skills that are needed in social services, business, vocational pursuits, or special activities within the community. The mode of learning can enhance a student's Native-language vocabulary as well as meet other specific educational needs.

Out-of-school locations for co-operative education could include:

- arts and crafts stores (where students could produce Native prints and carvings, greeting cards, and hasty notes)

- radio or television stations (where students could participate in Native-language programs)

- Native friendship centres or cultural centres (where students could produce and develop Native-language materials)

- band offices (where students could learn about local government and deal with local Native-language speakers)

RESPONSIBILITIES FOR PROGRAM DEVELOPMENT AND DELIVERY

The following is an outline of the division of responsibilities in the development and implementation of an NSL program.

It is the principal's responsibility to:

- be actively involved in the development, implementation, and review of the program;

- set up a procedure for determining community expectations concerning the program;

- set up a procedure for assessing the background and level of knowledge of the students entering the program;

- involve the staff and the community in choosing a dialect and an orthography for the program;

- assist in the development of long-range planning on a school-wide basis;

- assist teachers in lesson planning if necessary;

- encourage teachers to participate in professional development activities that address Native-language programs and delivery;

- maintain effective liaison between elementary and secondary schools;

- encourage the community to assist in the development, implementation, and evaluation of the program.

It is the language teacher's responsibility to:

- work with the principal and the community in establishing realistic goals and expectations for the program;

- work with the principal and the community in choosing the dialect and orthography for the program;

- develop the long-range outline and units of study for the program;

- develop lesson plans to meet unit objectives;

- conduct ongoing evaluations of student achievement;

- take part in an ongoing review of the curriculum;

- consult with parents and with other teachers about the characteristics and special needs of the students;

- take part in organizing special school-wide events, such as a Language Week;

-   take a leading role in promoting the language program within the community.

Other teachers should be encouraged to:

-   assist all students in developing a positive attitude towards the language program;

-   promote the language program whenever possible during regular teaching periods and during special school-wide events;

-   gather materials and resources useful for the NSL program.

Members of the community should be encouraged to:

-   provide information about the language background of the students;

-   communicate their expectations concerning the program;

-   participate in choosing a dialect and an orthography for the program;

-   support the NSL program by acting as resource persons in a variety of ways (by offering to answer questions, speaking to and with students in the dialect, etc.);

-   assist in developing and implementing methods of evaluating the effectiveness and validity of the NSL program (questionnaires to be sent to students' homes, community meetings, etc.).

PROGRAMS AND COURSES

✤ Objectives

The overall goals and specific aims of the NSL program can be achieved through activities designed to develop language skills and increase students' knowledge and awareness of Native culture. Most language-learning activities serve multiple objectives; for example, students taking part in a cultural activity in the Native language are developing cultural awareness and language skills at the same time.

Not all of the objectives set out below apply during the early years of the NSL program; some become appropriate only at a later stage. Once an objective has been introduced, however, it remains valid for the years that follow. Language learning and cultural awareness are cumulative: early objectives are retained and new objectives added as the students build on the foundation of their previous knowledge.

The Four Language Skills

Objectives and activities

The principal aim of the NSL program is to develop communication skills in both the **receptive** and **expressive** aspects of language. The receptive skills are listening and reading; the expressive skills are speaking and writing.

Listening and speaking skills must be given priority in the Primary and Junior Divisions. By the end of the Primary Division the program will not be restricted to these skills; reading and writing skills will also be developed. Of course, students who are ready to begin reading and writing earlier should be given opportunities to do so.

Students beginning Native-language instruction in the Junior and Intermediate Divisions will have opportunities to read and write within the first year. All four language skills will be developed gradually and naturally in the program through the interaction of speaker and listener, reader and writer; this interaction is the basis of communication.

Figure 1 illustrates the degree of emphasis appropriate to each of the language skills throughout the four divisions. The time allocations shown are estimates only, since most classroom activities involve the development or use of more than one skill. Cultural content, of course, forms an integral part of language-skill development and so applies at all stages of the program.

The charts that follow provide a framework for planning an NSL course. They offer a detailed outline of objectives for each of the four language skills — listening, speaking, reading, and writing — and suggest sample activities by means of which these objectives can be attained. The activities can be used for language development and

Figure 1. Approximate Allocation of Class Time to the Four Language Skills in NSL Programs

a) Programs beginning in the Primary Division or the Junior Division
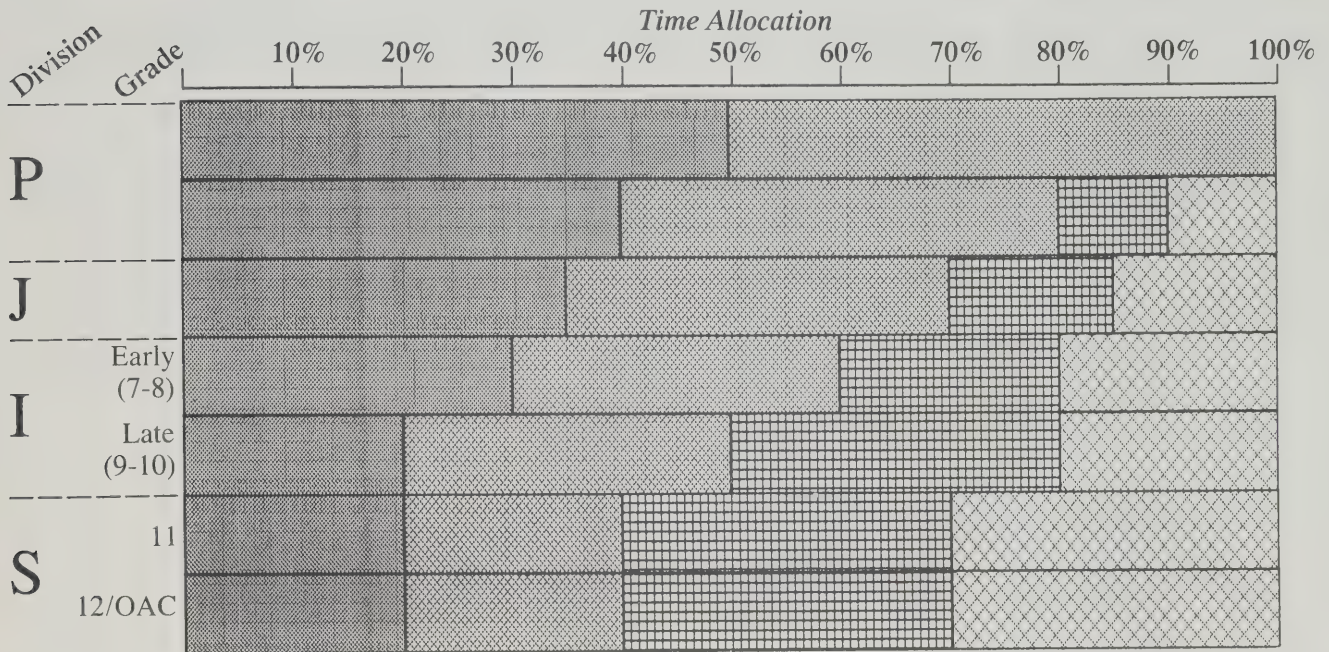
b) Programs beginning in the Intermediate Division, in Grade 7, or in Grade 9
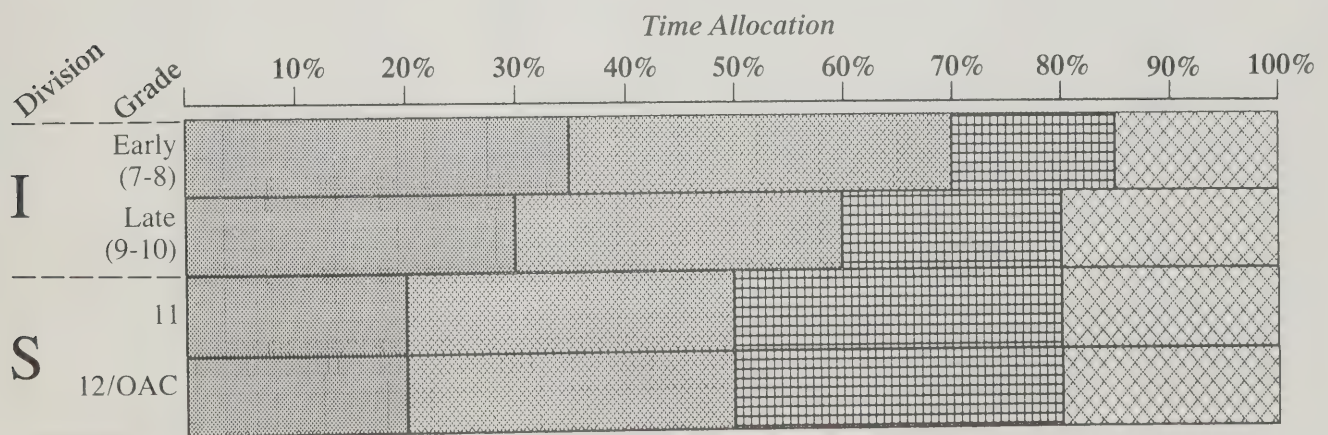
Key: Listening, Reading, Speaking, Writing

assessment. Although most communication activities involve more than one language skill, for illustrative purposes each skill is addressed separately here. Objectives for each language skill have been broken down into primary objectives and a number of specific skill objectives. Since expectations for achievement must be related to the students' entry point into the program, some of the skill objectives are considered unrealistic for students who join the program in the Intermediate Division. These activities are indicated by the symbol (-).

A wide variety of activities should be provided for students so that they will be able to learn and practise the Native language in different contexts. A variety of activities will also help the teacher to attain the objectives established for the course. Reviewing material previously presented and introducing new vocabulary and language concepts in the context of familiar structures will not only expand students' vocabulary but also reinforce their understanding of language patterns and functions and encourage them to use the language in situations of increasing complexity.

The charts are followed by a list of activities intended to help students discuss and develop an appreciation of the linguistic structure and stylistic elements of oral and written literature. The activities draw on listening, speaking, reading, and writing skills, and for this reason have been grouped together.

Points of entry into the NSL program

Planning of detailed courses of study at the local level must take into account the student's point of entry into the program. The columns in the charts headed "Program Entry Points" refer to the various starting points for NSL programs. Each column has coded letters indicating the divisions in which the sample activities are appropriate. For instance, within the Primary column are sample activities labelled "P" (Primary), "J" (Junior), "I" (Intermediate), and "S" (Senior). For children entering at a point in the Primary Division the teacher will plan a program using the sample activities marked "P". When these same children enter the Junior Division, their program will include sample activities marked "J". When these children move on to the Intermediate Division, their program will include the activities marked "I", and when they enter the Senior Division, those marked "S".

A similar pattern applies to students entering at the Junior entry point. The program planned for these students includes the activities marked "J". As these students move through the Intermediate and Senior Divisions, their programs will include the sample activities labelled "I" and "S" respectively.

Teachers will need to use their own judgement in deciding when to introduce new objectives within a division. Once an objective has been added, it remains appropriate for the years that follow.

Table 1. The Four Language Skills: Objectives and Sample Activities

I. LISTENING SKILLS

Key	P = Primary J = Junior	I = Intermediate (Grades 7-10) S = Senior (Grades 11-12)

A clear distinction must be made between what the students can understand and what they can say in the second language. Especially in the early years of the program, the students' receptive language ability will exceed their expressive ability: they will be able to understand the language much better than they will be able to speak it.

Teachers should speak at a natural pace using normal intonation, but should choose their vocabulary and language patterns to suit the students' language ability. In the later years of the program, the students' receptive and expressive language skills will become more balanced.

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS			
				Intermediate	
		Pri- mary	Ju- nior	Grade 7	Grade 9
1. TO DEVELOP GENERAL LISTENING STRATEGIES The program should help students to develop the ability to: - listen attentively;	Students can: - listen and respond actively to statements, questions, and commands given by the teacher or other students;	P	J	I	I
	- listen and react to rhymes, songs, anecdotes, or stories;	P	J	I	I
	- participate in language games requiring accurate listening;	P	J	I	I
- retain what they have heard;	- follow and understand dialogue, conversation, narration, and presentations, and reconstruct them in sequence through artwork or oral expression;	P	J	I	I
	- follow extended directions;	J	J	I	I

LISTENING SKILLS (cont'd)

OBJECTIVES

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT

PROGRAM ENTRY POINTS

Objectives / Sample Activities	Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9
- grasp the general meaning of a situation using all available clues;				
- arrange a set of illustrations in appropriate sequence after listening to a story read aloud;	P	J	I	I
- interpret, from a speaker's facial expression, tone of voice, and gesture, different underlying messages conveyed through the same utterance, stated matter-of-factly or with fear, surprise, anger, or pleasure;	P	J	I	I
- illustrate, dramatize, and mime stories or incidents;	P	J	I	I
- retell, in their own words, something they have heard — an anecdote, news item, or conversation;	J	I	I	I
- extract specific information from continuous speech (live or recorded);				
- illustrate stories or dialogues;	P	J	I	I
- select or complete appropriate pictures;	P	J	I	
- extract information requested of them in advance of the speech;	P	J	I	I
- fill in words omitted from transcripts of live or recorded speech;	J	J	I	I
- understand precisely structures and vocabulary in context;				
- hear and respond to substitution and trans-formation exercises;	J	J	I	I
- distinguish contrasts — singular/plural, negative/affirmative, assertive/interrogative — and tense differences;	J	J	I	I
- select or supply the most appropriate completion, rejoinder, or equivalent to something they have heard;	J	J	I	I

LISTENING SKILLS (cont'd)

PROGRAM ENTRY POINTS

OBJECTIVES / SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	Pri-mary	Ju-nior	Intermediate Grade 7	Intermediate Grade 9
- fill in specific words omitted from the transcript of a recorded song or broadcast;	J	J	I	I
- take dictation;	J	J	I	I
- follow instructions from precise oral descriptions — for example, tracing a route, constructing a craft project, or following a recipe;	J	J	I	S
- participate in debates;	I (9-10)	I (9-10)	S	S
- listen critically, with increasing sensitivity and awareness of cultural context, to nuances of language.				
- hear and understand guest speakers, live and recorded interviews, plays, films, and debates;	S	S	S	-*
- respond appropriately to a speaker's tone and level of language in conversation;	S	S	-	-
- respond, when listening to longer narratives, with appropriate silences and other reactions.	S	S	-	-

2. TO APPRECIATE DIFFERENCES IN PRONUNCIATION AND INTONATION

The program should help students to sharpen their perception of spoken language by learning to:

Students can:

	Pri-mary	Ju-nior	Grade 7	Grade 9
- hear standard language accurately enough to reproduce it;				
- mimic live or taped models;	P	J	I	I
- learn songs and rhymes taught orally;	P	J	I	I

* The symbol (-) indicates that these activities are considered to be unsuitable for students who entered the program at this point.

LISTENING SKILLS (cont'd)

PROGRAM ENTRY POINTS

OBJECTIVES / SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	Pri-mary	Ju-nior	Intermediate	
			Grade 7	Grade 9
- supply words omitted from songs, rhymes, or stories;	P	J	I	I
- distinguish contrasts — singular/plural, negative/affirmative, assertive/interrogative — and tense differences;	J	J	I	I
- recognize differences in intonation;				
- distinguish between statements and questions;	P	J	I	I
- imitate intonation of phrases and sentences;	P	J	I	I
- recognize distinctive differences in accent, dialect, and levels of language.				
- understand and appreciate variations in dialect;	I	I	S	S
- identify accents and dialects within their own dialect area in selected speech samples;	I	S	S	-*
- recognize and respond appropriately in conversation to language used formally or informally.	I	S	S	-

3. TO UNDERSTAND A VARIETY OF SPEAKERS IN A VARIETY OF CONTEXTS

The program should help students to develop the ability to understand the language spoken by:

Students can:

	Pri-mary	Ju-nior	Grade 7	Grade 9
- a single speaker directing remarks to a listener;				
- participate in oral exchanges with the teacher, individual students, or another speaker;	P	J	I	I
- act on instructions or information provided by individuals in person or on the telephone;	P	J	I	I

* The symbol (-) indicates that these activities are considered to be unsuitable for students who entered the program at this point.

LISTENING SKILLS (cont'd)

PROGRAM ENTRY POINTS

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9
- a small group exchanging comments using structures and vocabulary within the listener's grasp;	- participate in small-group language practice;	P	J	I	I
	- participate in the preparation and presentation of dialogues, skits, and dramatizations;	P	J	I	I
	- participate in small-group discussions;	J	J	I	I
- a variety of speakers talking about familiar topics;	- participate in classroom discussions;	P	J	I	I
	- participate in chain stories;	J	J	I	I
	- participate in everyday conversations or conduct interviews;	J	I	I	S
- speakers making oral presentations to a group;	- understand and react to prepared presentations by students, the teacher, or guest speakers;	J	J	I	I
	- grasp the sense of a religious service or a public presentation;	I	S	S	-*
- actors in films, plays, and television broadcasts;	- grasp the sense of films, stage performances, and television broadcasts;	I	S	S	-
- speakers on the telephone and on tape, records, and radio;	- understand and react to speakers on tapes or on the telephone;	J	J	I	I
	- understand records and radio broadcasts;	I	I	S	S
- speakers exhibiting a variety of accents, levels of language, and dialects.	- understand and converse with speakers who use different levels of language and different accents or dialects.	I	I (9-10)	S	S

* The symbol (-) indicates that these activities are considered to be unsuitable for students who entered the program at this point.

LISTENING SKILLS (cont'd)

OBJECTIVES

SAMPLE ACTIVITIES FOR LANGUAGE
DEVELOPMENT AND ASSESSMENT

PROGRAM ENTRY POINTS

	Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9

4. TO INCREASE THE COMPLEXITY OF LANGUAGE UNDERSTOOD

The program should help students at all
levels to understand spoken language
involving an increasingly broad range
of vocabulary and complex structures in:

- contexts that they have learned;

- new combinations of known structures
  and vocabulary;

- exchanges on familiar topics from which
  the meaning of new words and structures
  may be inferred from contextual or
  structural clues;

- conversations in their own dialect on
  familiar topics.

All of the activities suggested under
objectives 1, 2, and 3 will help students
to meet objective 4. As their mastery
of the language increases, students will
require less visual support to aid
comprehension.

Applicable to all
programs.

II. SPEAKING SKILLS

The importance of developing students' listening skills and their awareness of the language patterns of the second language before expecting them to express themselves cannot be stressed enough. Second-language learners need many opportunities to hear the language spoken in order to become familiar with the new sounds, the new language patterns, and the new vocabulary. Time spent on developing listening skills will help to increase the students' confidence so that they will willingly begin to use the language.

Initially, students may make pronunciation errors or use one-word responses. Teachers should encourage these initial attempts and find ways to reinforce all efforts, however tentative. As students grow in confidence, they will begin to correct their own pronunciation errors and use more complex and fuller responses.

OBJECTIVES

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT

PROGRAM ENTRY POINTS

1. TO DEVELOP SPEAKING CONFIDENCE

The program should help students to develop and maintain the confidence to:

- participate voluntarily in communication even though they may err in expression;

- persist in the effort to communicate.

| | | | Intermediate | |
	Pri-mary	Ju-nior	Grade 7	Grade 9
Students can:				
- participate in classroom procedures;	P	J	I	I
- speak the language outside the classroom;	P	J	I	I
- ask questions when they have not understood a speaker;	P	J	I	I
- rephrase and clarify their speech for listeners when they have not been understood;	J	J	I	I
- use facial expression, gestures, and tone of voice to reinforce meaning.	P	J	I	I

SPEAKING SKILLS (cont'd)

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS			
		Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9
2. TO REFINE PRONUNCIATION AND INTONATION The program should help students to develop the ability, within a context that has meaning and interest for them, to:	Students can:				
- pronounce words with phonemic accuracy;	- mimic a live or recorded model;	P	J	I	I
	- learn songs and rhymes from an oral model;	P	J	I	I
	- sing repetitive songs;	P	J	I	I
	- supply omitted words in songs, rhymes, or stories;	P	J	I	I
	- make distinctions in their pronunciation between singular and plural forms and between various tenses;	P	J	I	I
	- recognize and name homonyms;	P	J	I	I
	- read aloud, pronouncing words with phonemic accuracy;	P	J	I	I
- use correct intonation;	- imitate the intonation of phrases, statements, and questions;	P	J	I	I
	- use correct intonations in expressing their thoughts;	P	J	I	I
	- read aloud with the correct intonation;	P	J	I	I
- articulate clearly, with appropriate volume and use of stress.	- mimic live or recorded models;	P	J	I	I
	- participate in activities involving an accumulation of⁺vocabulary, or in the "Whisper Game", in which clear articulation is essential to success;	P	J	I	I
	- speak distinctly in the course of class activities;	P	J	I	I
	- read aloud with correct articulation.	P	J	I	I

+ For a definition of this game, see "Glossary", p. 86.

SPEAKING SKILLS (cont'd)

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS			
				Intermediate	
		Pri-mary	Ju-nior	Grade 7	Grade 9
3. TO FORMULATE AND EXPRESS IDEAS	Students can:				
The program should help students to develop the ability to:					
- convey a thought they wish to express by using the structures and vocabulary at their command;	- use the language to express their ideas and needs in class;	P	J	I	I
	- describe in their own words something they have observed or experienced;	P	J	I	I
	- participate in role-playing activities as sports heroes, pilots, storekeepers, doctors, or counsellors;	P	J	I	I
	- describe a picture and speculate on the events that preceded or will follow the moment it captures;	J	J	I	I
	- conduct a casual conversation with the teacher or classmates about their activities;	J	J	I	I
	- act out a conversation, such as one involving three students on a canoe trip or a bus trip;	J	I	I	I
	- participate in simulation activities, such as the "Moon Walk";	I	I	I	S
- use structures and vocabulary precisely within a context;	- describe a picture in detail;	P	J	I	I
	- participate in games such as "Twenty Questions";	P	J	I	I
	- respond to substitution and transformation exercises, supplying, for example, appropriate tenses or questions for answers (as in the card game "Fish");	J	J	I	I

+ For a definition of this game, see "Glossary", p. 84.

SPEAKING SKILLS (cont'd)

OBJECTIVES

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT

PROGRAM ENTRY POINTS

Objectives / Sample Activities	Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9
- supply the most appropriate completion, rejoinder, or equivalent to a question or statement they have heard or read;	J	J	I	I
- give a precise oral description of a route, a plan for a craft project, or instructions for cooking something;	J	I	I	I
- organize their thoughts in order to express themselves directly and briefly;				
- ask and answer questions precisely;	P	J	I	I
- narrate the events shown in a comic strip;	P	J	I	I
- generate one statement or a series of statements in response to a stimulus, such as a picture;	P	J	I	I
- give an impromptu presentation on a familiar topic after two to five minutes' preparation;	J	J	I	I
- summarize the essential points of a narration or discussion in the appropriate sequence;	J	I	I	S
- prepare and present dialogues between friends, a parent and a child, or an elder and a student;	J	I	I	S
- use levels of language appropri- ately.				
- participate in role-playing activities using various levels of language appropriately;	I	I	S	S
- conduct interviews.	I	I	S	S

SPEAKING SKILLS (cont'd)

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS		Intermediate	
		Pri-mary	Ju-nior	Grade 7	Grade 9
4. TO SPEAK TO A VARIETY OF AUDIENCES The program should help students to develop the ability to make themselves understood by: - an individual who is concentrating on the speaker's remarks and trying to understand;	Students can: - participate in individual exchanges with the teacher, fellow students, or other selected listeners;	P	J	I	I
	- rephrase and clarify what they have said at a listener's request;	P	J	I	I
	- express personal needs and opinions in simulated or real situations;	P	J	I	I
	- ask for or give directions or instructions in person or on the telephone;	J	J	I	I
- a small group discussing topics in language that is within the students' grasp of structures and vocabulary;	- participate in small-group language practice;	P	J	I	I
	- participate in the preparation of dialogues, skits, and dramatizations;	P	J	I	I
	- participate in role-playing and simulation activities;	P	J	I	I
	- participate in everyday conversations;	P	J	I	I
		P	J	I	I
	- participate in small-group problem-solving sessions and then present the conclusions to the class;	J	J	I	I

SPEAKING SKILLS (cont'd)

OBJECTIVES

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT

PROGRAM ENTRY POINTS

Objectives / Sample Activities	Pri-mary	Ju-nior	Intermediate Grade 7	Intermediate Grade 9
- a large group in impromptu exchanges;				
- participate in classroom activities or discussion;	P	J	I	I
- participate in chain stories;	J	J	I	I
- contribute to class problem-solving sessions;	J	J	I	I
- participate in impromptu dialogues on given situations;	J	J	I	I
- a large group in a prepared presentation;				
- present dialogues, commercials, skits, and dramatizations to the class or to some other audience;	P	J	I	I
- make oral presentations to the class based on personal experiences;	P	J	I	I
- prepare and tape weather or news reports or interviews;	J	J	I	I
- report to the class on current events or personal research projects;	I	I	I	I
- participate in panel discussions;	I (9-10)	I (9-10)	S	S
- fluent Native speakers in real situations.				
- contribute to the preparation of a tape to be exchanged with a northern Native person;	J	J	I	I
- participate in student exchanges;	J	J	I	I
- express ideas or opinions in telephone conversations with Native speakers;	I	I	S	S
- participate in discussions with guest speakers;	I	I	S	S
- interview local Native speakers.	I	I	S	S

SPEAKING SKILLS (cont'd)

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS		
				Intermediate
		Pri- mary	Ju- nior	Grade 7
				Grade 9

5. TO INCREASE THE COMPLEXITY OF LANGUAGE USED

The program should help students at
all levels to express thoughts that
demand more complex language patterns
and a broader vocabulary in:

- contexts with which they are already
  familiar;

- situations requiring new
  combinations of known structures
  and vocabulary;

- exchanges on familiar topics;

- prepared presentations.

All of the activities listed under
obectives 1, 2, 3, and 4 will help students
to meet this objective.

Applicable to all
programs.

Key P = Primary   I = Intermediate (Grades 7-10)
     J = Junior   S = Senior (Grades 11-12)

III. READING SKILLS

A clear distinction should be made between oral reading, which can be used to develop or permit assessment of pronunciation, intonation, and articulation skills, and silent reading, which is intended to provide students with information and/or pleasure.

Sound-symbol relationships are included under "Writing Skills", pp. 31-36; they should not be given undue emphasis when students are reading for meaning.

For the purposes of this chart, oral reading is considered a speaking skill and is included under "Speaking Skills". The following objectives refer to silent reading.

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS			
				Intermediate	
		Pri-mary	Ju-nior	Grade 7	Grade 9
1. TO EXTEND READING STRATEGIES					
The program should help students to develop the ability to:	Students can:				
- recognize, in a meaningful written context, language patterns and vocabulary that have been learned through oral work;	- read anecdotes created orally by a group of students and written down by the teacher;	P	J	I	I
	- reassemble stories, whose parts have been jumbled;	P	J	I	I
	- read materials that have been taught orally (dialogues, songs, rhymes, and stories);	P	J	I	I
	- read materials based on structures and vocabulary familiar to them;	P	J	I	I
	- organize and read scrambled sentences or match halves of sentences;	P	J	I	I
	- read one another's compositions;	J	J	I	I
	- participate in games or in scavenger hunts, in which sequential clues lead to the discovery of an object;	J	J	I	I

READING SKILLS (cont'd)

PROGRAM ENTRY POINTS

OBJECTIVES

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT

Objectives / Sample Activities	Pri-mary	Ju-nior	Intermediate Grade 7	Intermediate Grade 9
- to use all available clues – context, language pattern, form, and graphic symbols – to determine meaning;				
- match sentence halves;	P	J	I	I
- distinguish, in context, between words with confusingly similar spellings;	J	J	I	I
- identify a word that does not fit in a short list;	J	J	I	I
- use a bilingual dictionary effectively.				
- search out the meanings of common dictionary abbreviations;	J	I	I	I
- serve as the "dictionary sleuth" of the day, looking up words at the request of class-mates or the teacher, and cross-checking, when necessary, the meaning of the Native equivalent found;				
- prepare for classmates a vocabulary list for a passage that has no glossary, such as a piece from a newspaper or magazine.	I	I	S	S
2. TO DEVELOP FLUENCY IN READING The program should help students to gain confidence and skill in: Students can:				
- attempting to infer meaning from context, and refining or correcting the meaning inferred as they read further; - read a complete passage, without reference to a dictionary, and explain its general meaning;	J	J	I	I

READING SKILLS (cont'd)

PROGRAM ENTRY POINTS

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	Pri-mary	Ju-nior	Intermediate Grade 7	Intermediate Grade 9
- reading with only limited use of the dictionary;	- read selected passages at sight and select or supply answers to questions about the passages;	J	J	I	I
	- read one page of text, choose five important words, and look up the definitions of the words in the dictionary;	J	J	I	I
	- read the script of a filmstrip, video-tape, or film they have seen;	J	I	I	S
- adjusting their reading pace, as well as the care with which they read, to the particular purpose for reading.	- read a passage within a limited time and answer questions on the passage that have been provided in advance;	J	J	I	I
	- read to find a specific point of information in a passage;	J	J	I	I
	- read one section of a text for the main points, and then read it more carefully for detail.	I	I	I	S
3. TO READ TO LEARN The program should help students to learn to:	Students can:				
- extract information from a passage;	- find the answers to specific, preassigned content questions (completion, true-false, or sentence answers might be required);	J	J	I	I

READING SKILLS (cont'd)

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS			
		Pri-mary	Ju-nior	Intermediate Grade 7	Intermediate Grade 9
	- participate in learning activities, such as a game in which one printed clue leads to another and students follow the trail to the object sought;	J	J	I	I
	- gather from a passage the information pertinent to a particular classroom discussion, such as the description of one character or the materials needed for a recipe or hobby project;	J	J	I	I
- read for comprehension of ideas, not merely of individual words;	- supply titles for passages or stories;	J	J	I	I
	- identify the theme of a story or poem;	J	J	I	I
	- put separate but related sentences into an appropriate sequence;	J	J	I	I
	- edit their own or a classmate's writing, aiming for clarity and coherence;	J	I	I	S
- understand structures and vocabulary in a written context.	- draw, after reading a passage, an accurate diagram or picture – for example, of a route, a plan for a room or building, or a character;	J	J	I	I
	- distinguish between grammatical forms where necessary – for example, singular and plural forms, genders, and tenses;	J	J	I	I
	- use new words accurately in sentences;	J	J	I	S
	- select from definitions in a dictionary the appropriate English meaning of new words;	J	J	I	I
	- convert narrative passages to dialogue and dialogue to narrative.	J	I	I	S

READING SKILLS (cont'd)

OBJECTIVES

SAMPLE ACTIVITIES FOR LANGUAGE
DEVELOPMENT AND ASSESSMENT

PROGRAM ENTRY POINTS

		Intermediate	
Pri-	Ju-	Grade	Grade
mary	nior	7	9

4. **TO READ WRITTEN MATERIAL OF INCREASING COMPLEXITY**

The program should help students at all
levels and in all streams to learn to
read language written with increasingly
varied vocabulary and complex
language patterns in:

- contexts that have been encountered
  in oral work;

- passages containing new combinations
  of known language patterns and vocabulary;

- passages on familiar topics from which
  the meanings of new words and
  language patterns can be inferred;

- passages of standard language
  on subjects of interest to
  the students;

- a variety of styles, including prose,
  poetry, and drama.

All of the activities listed under objectives
1, 2, and 3 will help students to meet this
objective. Students learn to read by reading.
To encourage them to read enough to develop
competence, they should be provided with
opportunities to read:

- easy material that they can read
  independently;
- material with which they require some
  assistance;
- light selections that they can read for
  pleasure or information;
- selections that they can study in detail;
- materials that reflect both their literary
  and non-literary interests.

Applicable to all
programs.

Key | P = Primary | I = Intermediate (Grades 7-10)
| J = Junior | S = Senior (Grades 11-12)

IV. WRITING SKILLS

Writing skills should be developed only after students have done considerable oral work in the language. This oral phase should extend to the end of the Primary Division to allow time for the acquisition of English reading and writing skills. Students who have acquired those skills will find it easier to transfer their knowledge of reading and writing from one language to another.

Students beginning Native-language instruction in the Junior and Intermediate Divisions should be given the opportunity to write in the first or second year. For those languages that use a syllabic writing system, students will need more time to master the sound-symbol correspondence in writing and reading.

Students should write to practise and consolidate their grasp of language patterns and vocabulary; they should also begin to write to express their own ideas as early as possible. Frequent opportunities for communicating in writing should be included in the program from the Junior Division onwards.

OBJECTIVES

1. TO DEVELOP CONFIDENCE IN WRITING

The program should help students to develop and maintain the confidence to:

- express their ideas in writing by adapting their ideas to the Native language patterns and the vocabulary they have at their command, even though they may err in expression;

PROGRAM ENTRY POINTS

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT

Students can:

| | | Intermediate | |
Pri-mary	Ju-nior	Grade 7	Grade 9
- adapt dialogues that they have studied so that they express personal ideas;	J	I	
- develop new dialogues;	J	J	I	I
- write additions to a chain story;	J	J	I	I
- keep a diary or log;	J	J	I	I

WRITING SKILLS (cont'd)

OBJECTIVES

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT

PROGRAM ENTRY POINTS

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9
- write a caption for a cartoon or the dialogue for a comic strip;	J	J	I	I
- write advertisements or news items for a class newspaper;	J	I	I	S
- write a postcard to a friend;	J	J	I	I
- write a story based on a picture or a series of pictures;	J	J	I	I
- write the diary of a character in a story or play;	J	J	I	I
- write a newspaper column, an editorial, or an article on a school or local event;	J	J	I	I
- take notes on a presentation, film, or recording;	I	I	S	S
- record points of discussion for a small group or for the class;	I	I	S	S
- express in writing their opinions of a controversial issue;	I	I	S	S
- clarify an idea in writing with the help of diagrams;	J	I	I	I
- submit a piece of writing to a classmate for comment, and rephrase sections that the classmate finds unclear.	J	I	I	S

OBJECTIVES

- persist in their efforts to communicate in writing.

WRITING SKILLS (cont'd)

OBJECTIVES	PROGRAM ENTRY POINTS				SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT
			Intermediate		
	Pri-mary	Ju-nior	Grade 7	Grade 9	
2. TO FORMULATE AND EXPRESS IDEAS					
The program should help students to develop the ability to:					Students can:
- organize their thoughts so that they express themselves directly and concisely;					- participate in a class brainstorming session on a given topic, and organize selected points into a coherent paragraph or series of paragraphs;
	J	I	I	S	
	J	I	I	S	- write short personal essays based on their reading or experience;
	J	I	I	S	- edit and revise their first drafts of short essays to achieve a smoother and more concise style;
	I	I	S	S	- write a précis of a book they are studying that might be used as jacket copy;
- be precise and sensitive to nuance in their use of language.					- write precise instructions directing a classmate to a particular spot in a scavenger hunt or treasure hunt;
	J	J	I	I	
	J	J	I	I	- write advertisements for products;
					- work in small groups to develop a list of words that convey a common idea, such as verbs of speaking or walking or adjectives of size;
	J	I	I	S	- edit and revise their first drafts to increase the variety of expressions and language patterns.

WRITING SKILLS (cont'd)

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS			
		Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9
3. TO DEVELOP ACCURACY IN WRITING AND A KNOWLEDGE OF LITERARY CONVENTIONS					
The program should help students to develop the ability to:	Students can:				
- spell correctly;	- write a short composition on a topic of their choice using the vocabulary and language patterns they have learned orally;	P	J	I	I
	- write labels for a diagram or chart;	P	J	I	I
	- write out sentences pieced together from sentence halves or scrambled words;	P	J	I	I
	- fill in blanks in a piece of dictation that is based on vocabulary and language structures familiar to them;		J	I	I
	- write dictation based on familiar language patterns and vocabulary;		J	I	I
	- assemble with the teacher a list of familiar words that contain sounds that may present spelling difficulties;		J	I	I
	- select and list words from a passage that contain a given sound;		J	I	I
	- proofread their own or their classmates' written work and correct spelling errors;		J	I	I

WRITING SKILLS (cont'd)

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS			
		Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9
- use language patterns and vocabulary accurately in context;	- write exercises designed for language practice that incorporate substitution, transformation, or completion techniques;	J	J	I	I
	- write an explicit description for a pen-pal of a community, relative, social activity, etc.;	J	J	I	I
	- write directions for reaching a point on a plan or map;	J	J	I	I
	- write questions and/or answers based on a passage read;	J	J	I	I
	- write short personal essays using a language textbook or dictionary to verify the correct use of familiar expressions;	J	I	I	S
	- paraphrase sentences or parts of sentences that cannot be translated literally from English;	I	I	S	S
- use bilingual dictionaries effectively.	- create labels for a diagram or a series of illustrations on a topic relevant to their experience;	J	J	I	I
	- prepare for classmates a short vocabulary that would be useful for writing about a certain topic;	J	J	I	I
	- skim the available dictionaries to discover the method of organization and terminology used.	J	I	I	I

WRITING SKILLS (cont'd)

OBJECTIVES	SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT	PROGRAM ENTRY POINTS			
				Intermediate	
		Pri-mary	Ju-nior	Grade 7	Grade 9

4. TO WRITE INCREASINGLY COMPLEX MATERIAL

The program should help students to learn to write the language using a broader vocabulary and more complex language patterns in:

- the transcription of material that has been learned orally;

- new combinations of language patterns and vocabulary;

- guided composition;

- the expression of their own ideas on familiar topics in functional and creative writing.

All of the activities suggested under objectives 1, 2, and 3 will help students to meet this objective. Students learn to write by writing. To encourage them to write enough to develop competence, they should be provided with frequent opportunities to write:

- short reminders, messages, posters, advertisements, and announcements;
- diary entries;
- brief correspondence;
- answers to questions on reading material;
- short descriptions dealing with familiar topics;
- scripts;
- poems;
- short personal essays.

The teacher does not need to correct all the written work in detail; this would limit the amount of writing produced by the students. Editorial partners or groups can be established to help students to improve pieces of writing and to select the best items for formal evaluation.

Applicable to all programs.

5. LANGUAGE SKILLS AND THE APPRECIATION OF ORAL AND WRITTEN LITERATURE

The NSL program should help students to begin to appreciate and discuss the linguistic structure and stylistic elements of oral and written literature.

Students will use their listening, speaking, reading, and writing skills while discussing the content and style of the material they read.

In the Primary and Junior Divisions, students will listen to stories and become familiar with their content and style. Specific work on style alone will be appropriate for students in the Intermediate and Senior Divisions.

OBJECTIVE

SAMPLE ACTIVITIES FOR LANGUAGE DEVELOPMENT AND ASSESSMENT

	PROGRAM ENTRY POINTS			
			Intermediate	
	Pri-mary	Ju-nior	Grade 7	Grade 9
TO DEVELOP AN APPRECIATION OF THE LINGUISTIC STRUCTURE AND STYLISTIC ELEMENTS OF ORAL AND WRITTEN LITERATURE				
Students can:				
- act out a story;	P	J	I	I
- draw pictures based on their understanding of the story;	P	J	-	-*
- sketch a backdrop for dramatizing a particular scene;	P	J	I	I
- draw a map or diagram of a story's setting and situate events on it;	J	J	I	I
- cast classmates or teachers as characters in a story or play and justify their choices;	J	I	I	I
- describe the physical appearance and costumes of the characters;	J	I	I	I
- describe an appropriate stage setting for a story;	J	I	I	I
- identify events significant to the plot development and explain their decisions;	I	I	I	S

* The symbol (-) indicates that these activities are considered to be unsuitable for students who entered the program at this point.

OBJECTIVE

SAMPLE ACTIVITIES FOR LANGUAGE
DEVELOPMENT AND ASSESSMENT

PROGRAM ENTRY POINTS

	Pri-mary	Ju-nior	Intermediate Grade 7	Grade 9
- identify the dominant element — plot, character, or setting — in the work they are reading or listening to;	I	I	S	S
- discuss the development of a central character;	I	I	S	S
- retell all or part of the plot from the viewpoint of the various characters;	I	I	S	S
- write a story from the point of view of one particular character;	I	S	-	-*
- imitate the oratorical style of a speech;	I	S	-	-
- imitate, in writing or speech, the allusions or imagery in a poem;	I	S	-	-
- write or perform, from a different perspective or with a different ending, a story they have read or listened to.	I	I	I	S

* The symbol (-) indicates that these activities are considered to be unsuitable for students who entered the program at this point.

Cultural Awareness

> One's language is such an integral part of
> one's being and one's culture that the
> acceptance of one's language is part and
> parcel of being accepted as a person.[5]

Languages reflect and express the culture, spirit, and philosophy of the people who speak them. It is impossible to teach language without teaching culture. The essential aim of the NSL program is to enable students to communicate successfully and appropriately with other speakers of the language. This ability implies and requires a knowledge of cultural context. Research indicates that students' achievement in language studies depends to a large extent upon their attitude towards and their interest in the culture under study.

The integration of cultural studies into the language program will help all students to develop their awareness and understanding of Native culture. Non-Native students will gain a deeper understanding of their own culture through a comparative study of Native culture, and Native students will come to appreciate themselves both as Native individuals and as members of a Native society within the larger Canadian context.

The NSL program should provide opportunities for all students at all levels to experience and gain knowledge of the historical and contemporary Native culture under study.

The activities should be designed to allow students to explore aspects of culture as they are expressed:

- in the local community;
- in interaction with other groups that speak the same language;
- in interaction with other language groups in the same linguistic family.

Although emphasis is placed on cultural similarities, there will be occasions when cultural differences will become evident. These differences should be presented in a positive manner.

For teaching ideas and suggested activities aimed at helping students to achieve these objectives, teachers should refer to the section entitled "Course Content".

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5. Ministry of Education, Ontario, People of Native Ancestry: A Resource Guide for the Primary and Junior Divisions (Toronto: Ministry of Education, Ontario, 1975), p. 29.

✦ Course Content

This section of the guideline contains a discussion of themes, culture, language patterns, communicative concepts, and language functions. Taken together, these strands make up the content of the NSL program. The amount of content that will be covered in each of the four program streams will depend on the entry point of the students. For example, students who enter an NSL program in the Primary Division will have covered more content at the end of the Senior Division than the students who begin the NSL program in the Junior Division. Teachers should plan their courses accordingly, and should not try to present the same amount of content in a short program sequence as in a long one. The content strands must be kept in their proper perspective as components of communication and understanding; they are not objectives in themselves.

Themes

Themes serve both as the organizing principle of the courses and as an important part of the course content. Themes should correspond to and reflect the experiences and environments of the students, and should provide a common ground on which to base communication.

Six major themes are identified in figures 2-7: family, community, nature, communication, time, and recreation. These have been chosen because they are common topics of daily discussion, they are of interest to students, and they can provide opportunities for students to talk and write about important regional, seasonal, and domestic activities. All of the themes are suitable for use throughout the divisions.

The themes suggested here are neither exhaustive nor prescriptive. Ideas for other themes will come from the section on culture, from local area activities, and from the students' own interests. The units for each year of study should draw on four to seven large "theme areas".

The themes are presented in figures 2-7 in the form of webs, to illustrate how a large theme area can be divided into subthemes to create focused, manageable units of study. For example, all students should be able to talk about "the family", but they cannot discuss all aspects of that theme in one unit. Each of the thematic webs contains some blank spaces to indicate that subthemes other than those listed can be developed and discussed.

The thematic development for "family" and "nature" are portrayed graphically in figures 8 and 9. Each model demonstrates the sequential stages that teachers should follow in expanding on a theme and developing a lesson plan.
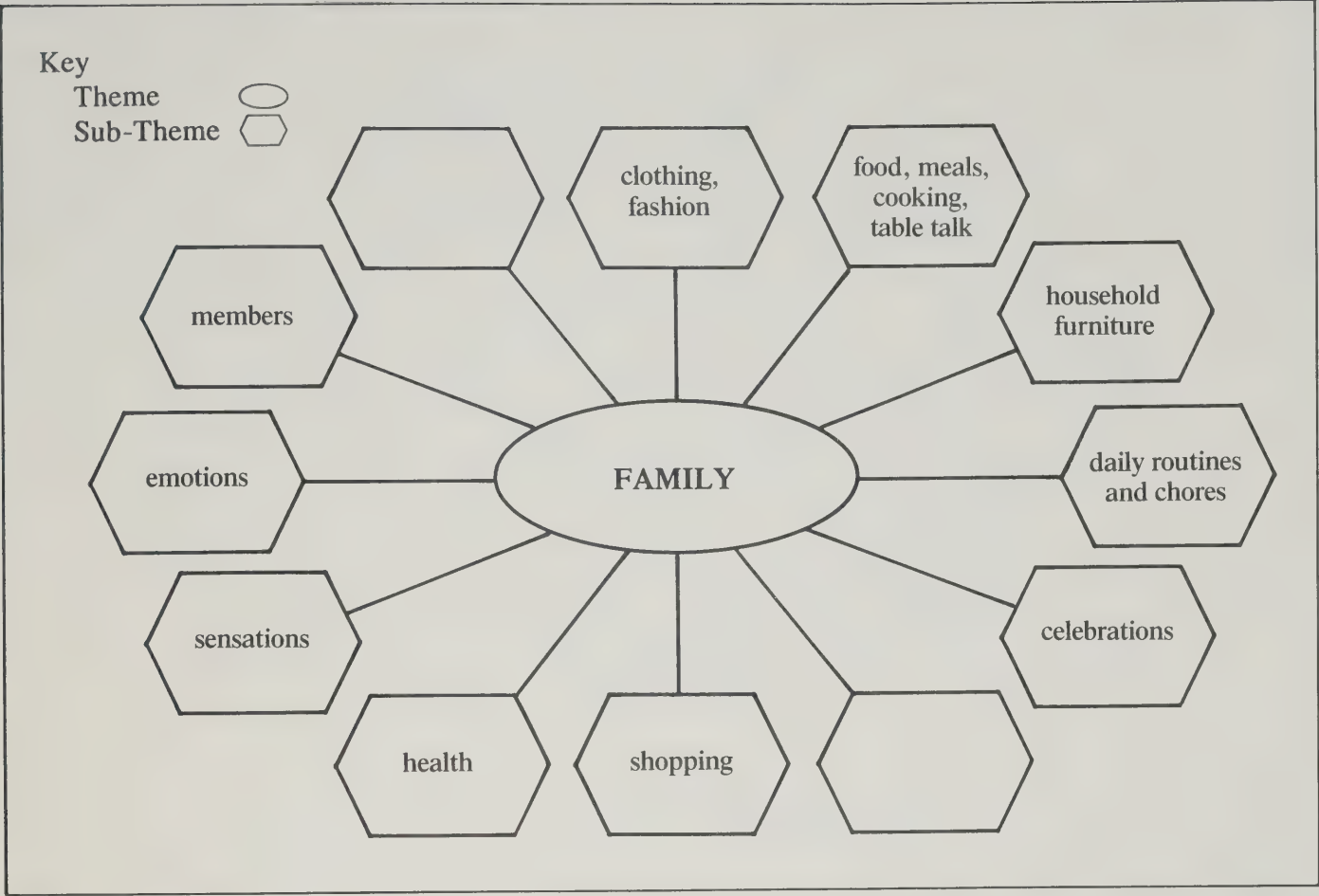
Figure 2. Subthemes of the Theme "Family"

Key
  Theme ⬭
  Sub-Theme ⬡

- members
- clothing, fashion
- food, meals, cooking, table talk
- household furniture
- daily routines and chores
- celebrations
- emotions
- sensations
- health
- shopping

FAMILY

Figure 3. Subthemes of the Theme "Community"

- buildings
- helpers
- special events
- land formations
- arts and crafts
- transportation
- local band government
- jobs
- obtaining food
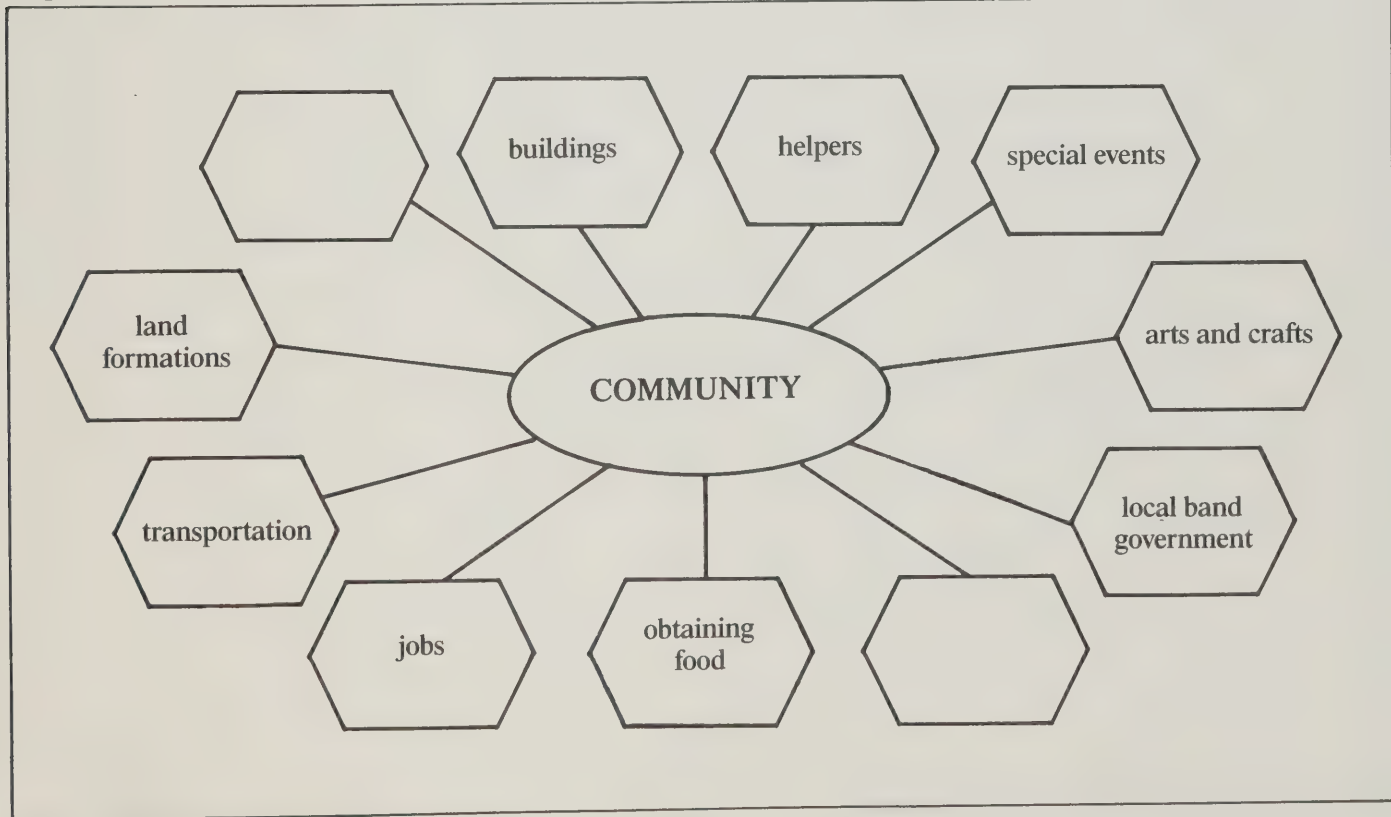
COMMUNITY

Figure 4. Subthemes of the Theme "Nature"
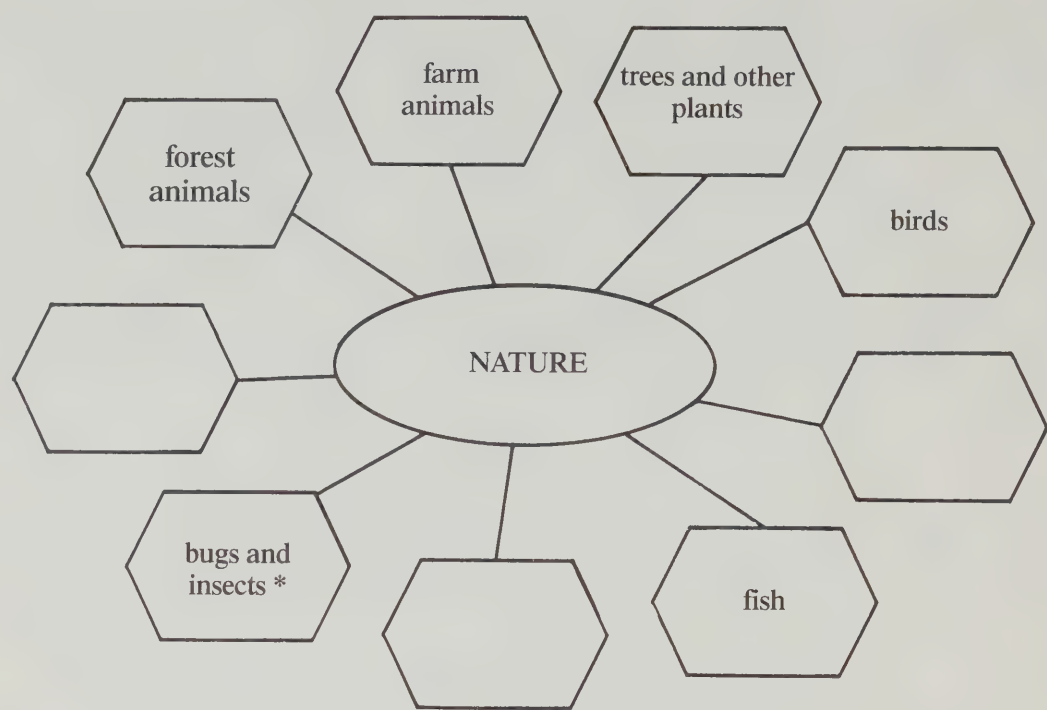
* In certain northern language areas this category includes snakes and frogs.

Figure 5. Subthemes of the Theme "Communication"
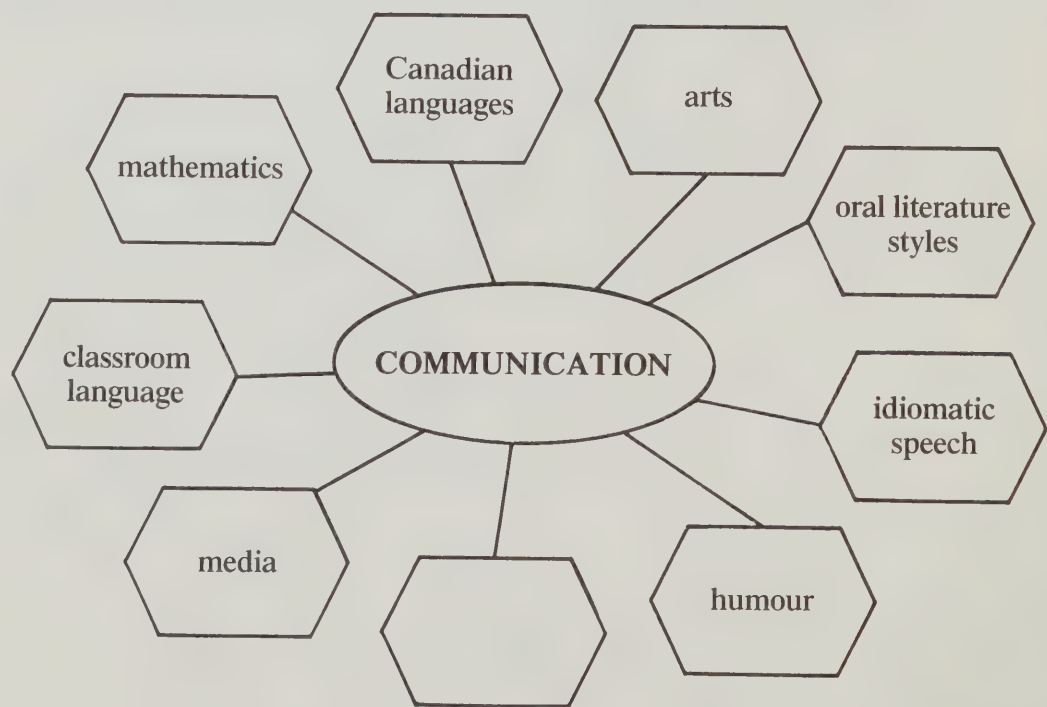
Figure 6. Subthemes of the Theme "Time"
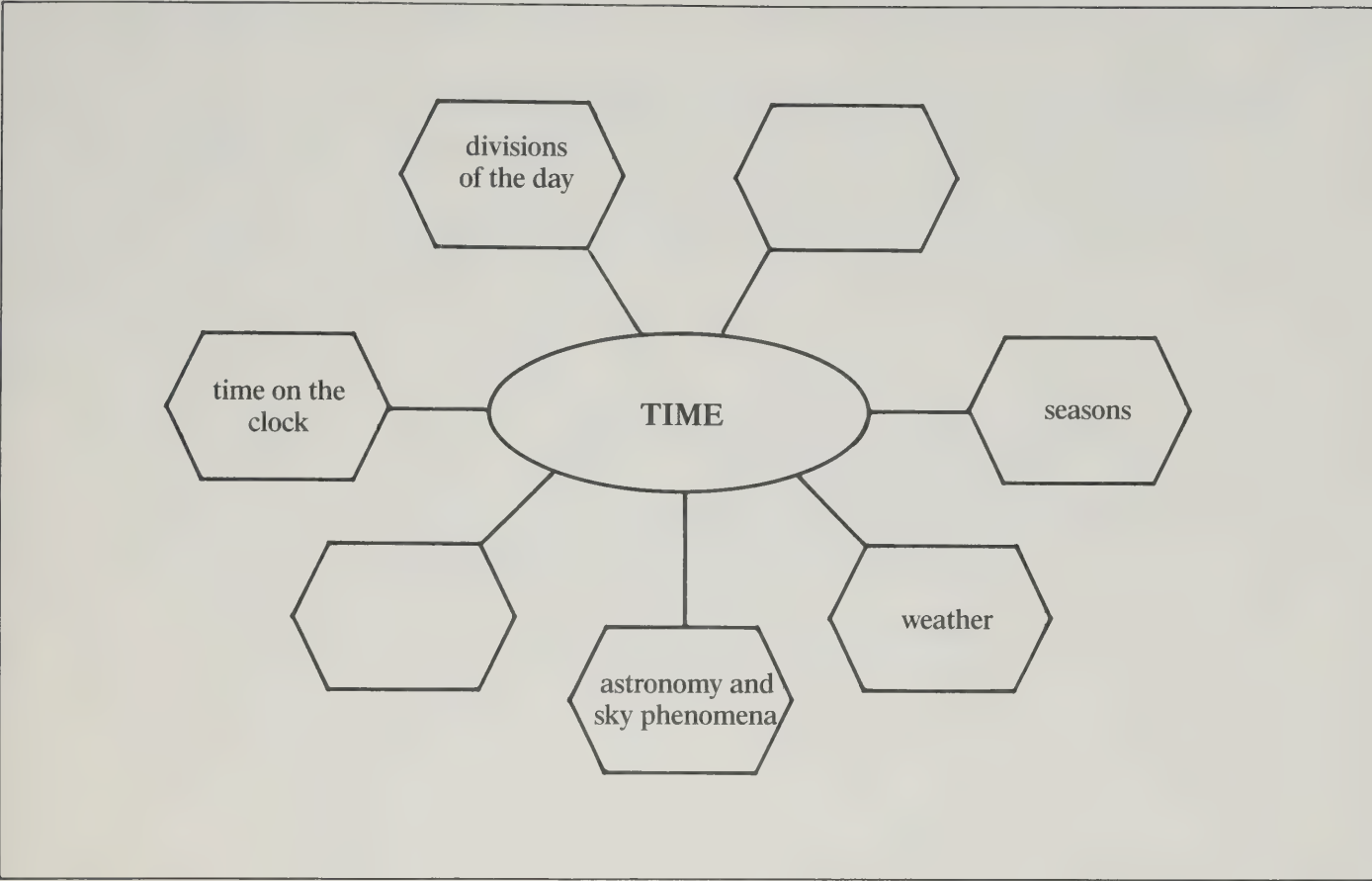
Figure 7. Subthemes of the Theme "Recreation"
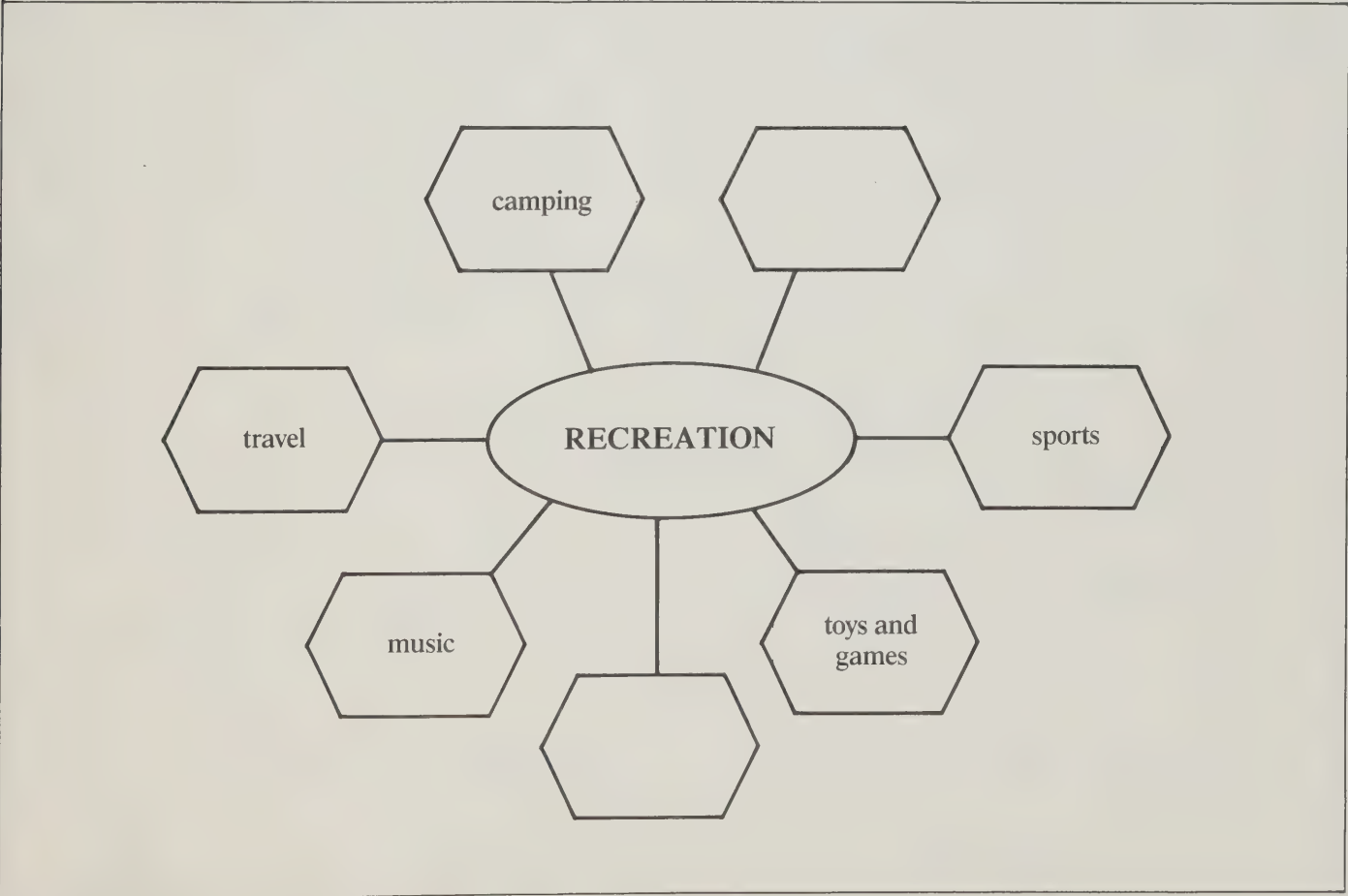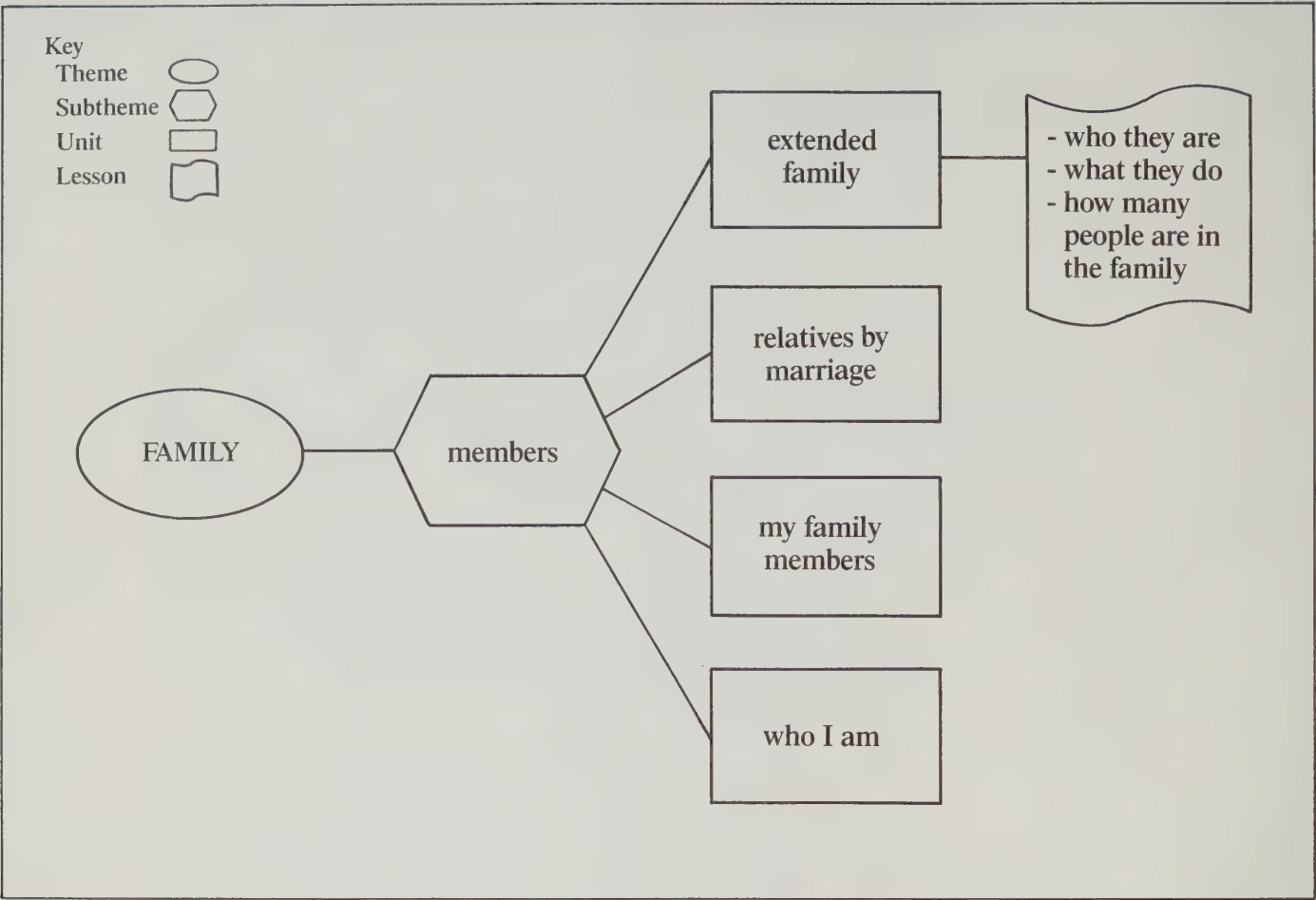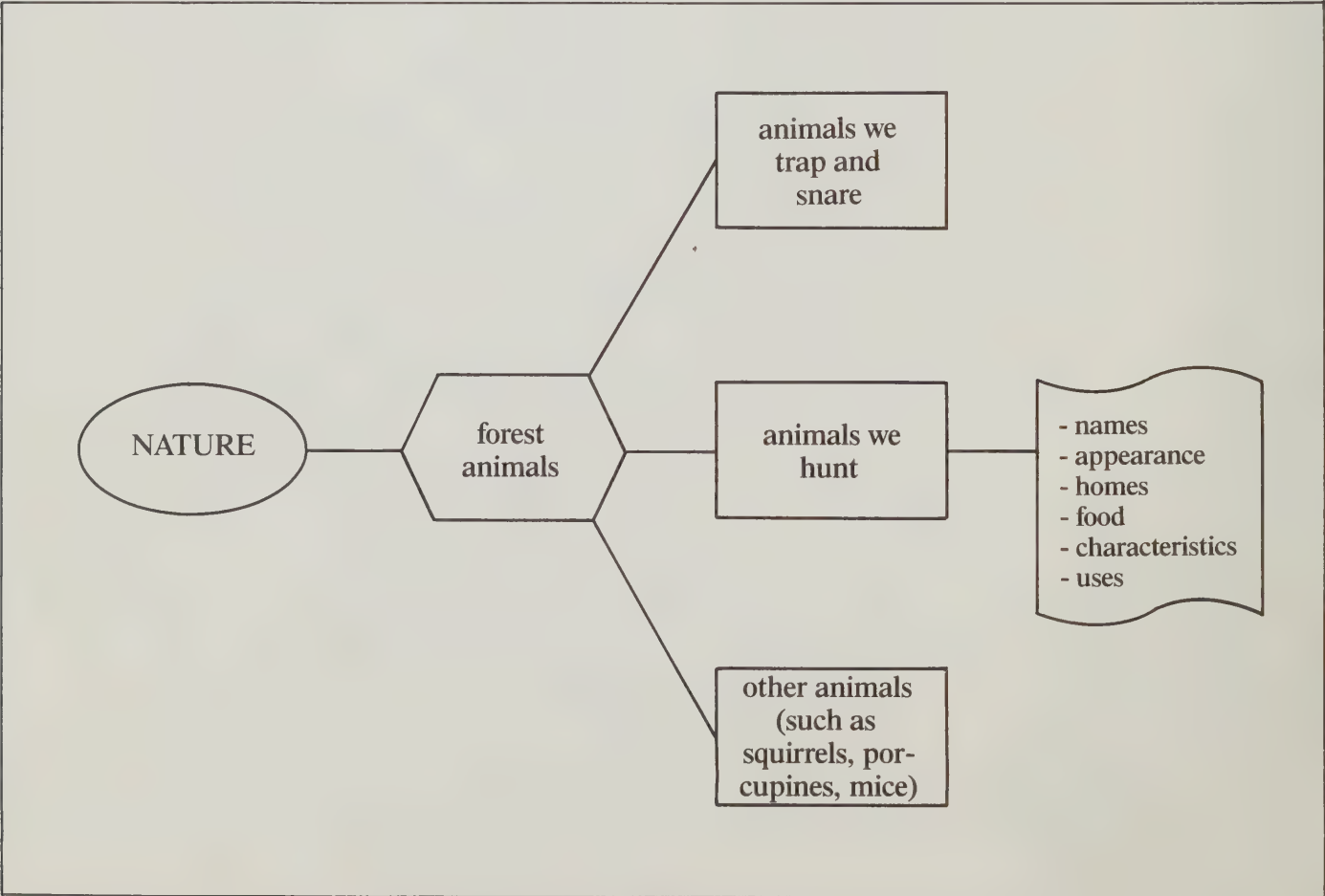
Figure 8. Development of the Theme "Family"

Figure 9. Development of the Theme "Nature"

Subthemes

The subthemes, or topics, listed below are derived from the themes shown in the illustrations. They offer specific ideas that can be developed into units of study. The list, organized roughly by division, is useful for planning a program. The appearance of some subthemes in more than one division indicates their importance and continuing suitability. The actual number of units presented in a year of study or over a division will vary according to local circumstances.

Primary Division

Vocabulary and structures that are considered essential for communication in the classroom — for example, the names of objects used in the classroom, greetings, simple questions and commands — should be introduced at the very beginning of the program. Subsequent units may focus on any one of the following subthemes, all of which are suitable for development at the Primary level:

-    immediate family members (including grandparents);

-    items of clothing;

-    food items and table talk;

-    animals and their characteristics (diet, homes, habits);

-    weather conditions;

-    emotions, (happiness, sadness, anger);

-    seasons and seasonal activities (six seasons in northern areas);

-    physical sensations (cold, hunger, thirst, fatigue);

-    special events and special days (according to local customs);

-    household furniture;

-    members of the local community and what they do (teacher, nurse, mail carrier);

-    daily routines (getting ready for school, doing chores);

-    toys and games (names, rules, descriptions).

Junior Division

The following subthemes are suitable for development at the Junior level:

-    health and illness (pain in specific body parts);

-    time (major divisions of the day: morning, noon, night, midnight);

- time (the clock: hours, half hours, quarter hours, minutes, seconds);

- household chores (cleaning the yard, setting and clearing the table);

- meals (names and descriptions of foods, table talk at home and in restaurants);

- local buildings and what happens in them;

- shopping (money, shopping for food or gifts);

- birds (according to the local area);

- fish and fishing methods;

- celebrations, (feasts and banquets, including traditional food);

- geographical land formations (islands, rivers, and hills, and their names);

- methods of transportation (modern and traditional);

- sports (traditional and modern equipment and rules).

Intermediate Division

The following subthemes are suitable for development at the Intermediate level:

- members of the extended family (cousins, aunts, uncles);

- jobs relevant to the community (including traditional occupations);

- household furnishings;

- buildings not in the community (banks, hospitals);

- arts and crafts in the community;

- transportation: vehicles, parts, and repairs (skidoos, cars, canoes);

- insects and bugs (in certain northern language areas this category includes snakes and frogs);

- kinds of trees and their uses (traditional and modern: ash for basket making, cedar for medicinal purposes);

- methods of obtaining food (farming, trapping, or harvesting, according to region);

- plants (medicinal, edible);

- cooking (modern and traditional: terminology, utensils);

- music and musical instruments (according to student interest);

- camping;

- mathematics in the Native language (differences in classifications, such as dimension and shape);

- building things (materials, tools);

- astronomy and sky phenomena (rainbows, northern lights, etc.);

- local band government;

- safety in the bush, at home, and on the road;

- Canadian people and their languages, Native and non-Native;

- health and illness (additional medical terminology and names of body parts, such as internal organs);

- emotions (joy, elation, frustration, jealousy);

- repairs to furniture, appliances, and clothing.

Senior Division

The following subthemes are suitable for development at the Senior level:

- fashion (clothing styles, hairstyles, jewellery, cosmetics);

- oral literature (a comparison and contrast of style in legends, historical stories, personal stories, poems, and speeches);

- modern sports and games (equipment, rules);

- mathematics in the Native language (additional terminology: bagfuls, armloads, handfuls, arm's length, etc.);

- plants and their uses (medicinal, edible);

- the media (radio, television, newspapers, magazines);

- family members (relatives by marriage: in-laws or step-relatives);

- heroes (desirable character traits);

- humour (puns, jokes);

- idiomatic speech and word play.

Culture

The teaching of culture and the teaching of language should not be viewed as two separate processes. Cultural awareness and understanding, like language learning, are cumulative. The cultural content of the NSL program should be derived from and form part of the language teaching, and should be incorporated into units of study. To facilitate the development of language skills, cultural content must be related to the language being taught; it should suit the level of skill and understanding of the students and should be taught in the Native language.

For the purposes of this guideline, "culture" is divided into two categories — material and non-material.[6] Material culture is made up of those things that are tangible, such as artifacts, clothing, shelter, foods, and arts and crafts. Non-material culture is simply what people do in everyday life and how and why they do it. Non-material culture consists in shared values and behavioural norms transmitted from generation to generation. People's relationships with one another and with their environment are defined and determined by the world view that results from a non-material cultural heritage.

There is a place for the study of both material and non-material culture in the NSL program, but special emphasis should be given to non-material culture. A people's accumulated store of principles, standards, and values — that is, their judgement about what matters in life — both informs and is informed by their language.

Some of the significant aspects of both material and non-material culture are listed below. While the list is neither exhaustive nor prescriptive, it does provide some useful examples with which to begin.

To be able to communicate in a language, one must understand the cultural elements embedded in that language. Even though there is a close relationship between language and culture, they are not the same thing. It is true that people who speak one language often share many cultural traits with other groups of people who speak the same language, but factors such as geography can cause important cultural variations. For these reasons, specific cultural topics are not prescribed here. Decisions about which aspects of culture are to be highlighted and about their timing in a course should be made at the local level.

The following are examples of aspects of culture that can be highlighted in NSL courses:

- kinship	- beliefs
- customs	- relationship to the
- history	environment (ecology)
- the arts	- humour
- oral literature	- body language
- technology	- values
- folklore	- recreation

6. The concept of material and non-material culture has been adapted and modified from W. Werner, B. Connors, T. Aoki, and J. Dahlie, Whose Culture? Whose Heritage? Ethnicity Within Canadian Social Studies Curricula (Vancouver: University of British Columbia Faculty of Education, 1975).

There are many ways in which to incorporate discussions of material and non-material culture into NSL courses. Technology, for example, can be presented through subthemes such as travel and arts and crafts, which are readily identifiable as units suitable for a "then and now" approach. Similarly, units on family members lend themselves to teaching about kinship relations. By studying kinship patterns, Native students increasingly will come to see themselves as members of a Native community; they will learn how they are related to other members of the community and will become aware of their own role and the roles of others. Non-Native students will recognize similarities and differences between one pattern of kinship relationships and another, and will be able to draw parallels with their own culture and its system of personal relationships.

Activities that can be used to integrate aspects of culture into units of study include songs, stories, traditional games, special events, craft projects, and field trips. These activities have the added benefit of being experience-based. For example, in a unit on forest animals the cultural content might be a traditional story that explains why animals look and behave the way they do. The story should be told in the Native language, and follow-up activities should include language teaching and practice, using some of the vocabulary and structures found in the story. The students will become acquainted with part of their oral literature, and they will have firsthand experience of storytelling, which for all Native groups is the most important means of sharing and transmitting their culture.

An ideal way to present cultural content is to involve members of the local Native community in the school program. It may be suitable to take students to the Native community so that they can take part in cultural events or visit people with special skills and knowledge, such as craft workers or elders. Involvement with people living and working in the Native community provides students with opportunities to interact with fluent speakers and in some cases to observe manifestations of their own culture in an everday context.

Language Patterns[7]

Lessons that focus on spoken and written language patterns will enable students to develop an understanding of the structure of the language. This will aid them in their attempts to understand and produce original sentences. To use language in this creative way, students must advance from learning language by imitation to generating new expressions based on an understanding of the language patterns and grammatical rules of the Native language. They must learn to recognize and combine known elements in new and more complex sentences using rules (generalizations) that govern the way in which the elements are juxtaposed. If an understanding of the structure of language is to be attained, students must use language patterns by learning and practising many examples that illustrate the rules.

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7.   Parts B and C of this guideline provide outlines of the language patterns of most of the Native languages in the Algonquian and Iroquoian language families.

The use of grammatical terms is inappropriate with young students, who will learn to use patterns correctly through practice. In the Intermediate and Senior Divisions, the investigation and discussion of the rules of syntax and grammar that underlie the language patterns will complement language learning. Instruction should be carried on in the Native language. Students will gradually acquire a body of basic terminology with which to discuss the patterns of the Native language by using words such as "noun" and "verb" and by naming tenses.

There are many activities suitable for the Junior, Intermediate, and Senior Divisions that will help students to understand language patterns. For example, to develop recognition of spelling patterns, students can assemble a list of words containing a certain sound that presents a spelling difficulty. They can select words that contain a given sound from a passage read aloud. They can write practice dictations of words that present problems, and work in pairs afterwards to analyse their errors. Another purpose of the teaching of language patterns is to increase students' understanding of word formation. Students can divide words into prefixes, stems, suffixes, and infixes; identify word stems within the word; and find patterns in interesting "word families" or verb conjugations. These activities will help students learn to make generalizations and formulate rules about how the language works.

Communicative Concepts

Each time we speak, we express ideas that can be classified in a number of categories, or "communicative concepts". We talk about time, location, action, intention, manner, and means. We identify and describe things. When students learn the number system, they are learning to express quantity. When they learn a language pattern such as "I need something to do something" ("I need crayons to draw a picture"), they are expressing action and intention. Students learning about animals as part of the theme "Nature" will identify and describe various animals, the location of their homes, what the animals do, and how they do it, thus defining manner and means.

Students should be able to express the following communicative concepts:

- basic social conventions (greetings, forms of respect, leave-taking, changing the topic);

- identification and description;

- location;

- time;

- quantity, extent, and dimension;

- action and intention;

- manner and means;

-    cause and effect;

-    emotions and desires;

-    judgements and opinions.

    These concepts are not arranged in chronological or hierarchical order, nor is each item a discrete category. Language is too complex and integrated to permit such ordering. It is reasonable to expect that in each division students should have opportunities to learn to express these communicative concepts in the Native language. As students progress through the divisions, they should learn additional and more elaborate ways in which to express each concept.

    The following examples of expressions of location represent a progression from simple to complex:

Example 1:

-    on the table
-    beside the table
-    on the table in the bedroom

Example 2:

-    on the island
-    on the island in the bay
-    on the west side of the island in the bay

Language Functions

"Language functions" can be defined as the purposes to which people put spoken language. People use language, for example, to inform, to explain, to accept, to question, to decline, to warn, to agree, or to disagree. Students in the Native language program should be able to do these things in a socially appropriate way. Primary students, for example, will find the language of game playing immediately useful. "It's my turn....Pick up the card....Count your cards....You win." They are giving information, giving directions, explaining, and agreeing when they use language like this to play a card game. Intermediate Division students, working on a writing activity, may need to clarify an idea with the help of a diagram. In that instance they would be performing the language functions of explaining, clarifying, and giving advice. These examples demonstrate only two of the ways in which students can and should expand their repertoire of spoken language for different purposes.

    The following is a list of language functions that students should be able to perform using the communicative concepts described earlier in this document. This list is not exhaustive, and is arranged in no particular order.

-    requesting, giving, and receiving information, help, and
     direction;

- planning, clarifying, elaborating, making predictions, solving problems;

- influencing and persuading others to perform actions;

- accepting, declining, permitting, warning, forbidding, and encouraging;

- explaining how something works or how to do something;

- giving advice, making excuses, talking one's way out of trouble;

- discussing possibilities, hypothesizing, drawing conclusions, evaluating;

- agreeing, disagreeing, comparing, contrasting, debating;

- expressing personal ideas, values, wishes, and feelings;

- reacting to the statements or questions of others.

Not all language functions should be presented at each grade level; the choice must be appropriate to the students' age, level of maturity, and degree of language skill. There are some functions, such as declining and debating, that require a high degree of fluency. Expecting students who began the NSL program in the Intermediate Division to use language functions that require a high degree of fluency is unrealistic.

◈ Planning Units

It is recommended that planning for an NSL program be undertaken on a school-wide basis, that a thematic approach be used, and that subthemes be established for each year of the program. A thematic approach facilitates the interrelating of the content strands and ensures continuity in the program. Considerations that will affect the choice of subthemes are the age, interests, and previous NSL experience of the students, the cultural and linguistic characteristics of the community, and the resources and materials available. One way to plan a sequential NSL program is to develop a chart of the subthemes to be taught in each year of the program. This is an effective strategy for overcoming unnecessary repetition of content.

Once the themes and subthemes have been established for each year of the program, units can be developed. The aim of teaching through themes is to help students learn language in as "natural" a way as possible. Language learners need to move from the known to the unknown. They require the deliberate reintroduction and repetition of material, and they must be given opportunities to learn and incorporate new language patterns and vocabulary into their existing body of knowledge in both familiar and new contexts.

Each unit should provide a useful context — a study, field trip, or class project — in which to present the language to be learned. The context provides the means of introducing and sustaining the focus of the unit of study.

Each unit plan must list:

a) Objectives   This is what the students should
                                        know and be able to do at the end
                                        of the unit.

b) Content: language patterns,   This is the content that will be
    vocabulary items,   used to reach the objectives —
    aspects of culture,   the language elements and aspects of
    communicative concepts,   culture that students will learn.
    language functions

c) Teaching and learning   The activities chosen should:
    activities: the charts   - reflect the proportion of time
    in the section entitled   given to the language skills at
    "Language Skills" give   each grade;
    examples of such activities   - be appropriate to the students'
                                          age and level of maturity;
                                        - be presented through varied
                                          approaches, such as group work
                                          or activity centres.

d) Materials and resources   The following materials and
    required   resources will contribute to the
                                        effective development of this
                                        unit: booklets, films, worksheets,
                                        computer programs, material for
                                        activity centres, and posters.
                                        Notes about field trips or guest
                                        visitors are also useful.

e) Assessment techniques   The assessment techniques should
                                        reflect language-skills objectives
                                        and should match the kind of
                                        activities used to teach the
                                        language in class.

Figure 10 is a worksheet that can be used to organize the planning
of a unit in chart form.

Two detailed samples of teaching units are provided. Sample
Teaching Unit A is designed for the Primary Division, and Sample
Teaching Unit B is appropriate for the Intermediate Division.

Figure 10. Sample Unit-Planning Sheet

This unit-planning sheet provides column headings under which a unit can be organized. Planning can begin in any column, but the unit plan must include material under all the headings.

THEME: _____ SUBTHEME: _____ GRADE: _____

OBJECTIVES: _____ TEACHING TIME: _____

CONTENT					ACTIVITIES	ASSESSMENT TECHNIQUES	MATERIALS AND RESOURCES
LANGUAGE PATTERNS (review and new)	VOCABULARY (review and new)	COMMUNICATIVE CONCEPTS	LANGUAGE FUNCTIONS	ASPECTS OF CULTURE			

Sample Teaching Unit A

Introduction

Children are interested in what they wear; they need to know how to talk about clothes. This unit, which is suitable for use early in the Primary Division, will enable students to talk about their winter clothing.

THEME: Family
SUBTHEME: Clothing
UNIT: The Clothes We Wear in Winter
TIME: Two weeks
DIVISION: Primary

Objectives

Students will learn to:

- develop listening and speaking ability by using language associated with clothing and participating in songs and games related to this topic;

- recognize and understand the vocabulary and language associated with clothing;

- use in their own conversation some of the vocabulary and structures taught.

Content

1. Language patterns

    - possessive forms, such as my, your, mine, John's;
    - question words, such as whose, where;
    - imperative forms, such as bring, get, go, find;
    - expressions, such as I need my hat, I need my mittens, it is cold out, it is windy today.

2. Vocabulary

    - review vocabulary: colours, demonstratives (this, that), locating expressions (here, there), counting, names of parts of the body;

    - new vocabulary: coat, hat, mittens, scarf, boots, shoes, socks, moccasins, slacks;

3. Communicative concepts

    - identification and description;
    - location;
    - quantity.

4. Language functions

    - requesting and giving information.

5.   Aspects of culture (to be introduced incidentally, as they
     arise in various language concepts)

     -    According to Native custom, putting shoes on the table means
          that their owner is no longer living.

Teaching activities

The following is a listing of sample activities that can be used in
teaching the material set out above. It is not intended that all the
activities be covered within the unit. Choices are offered in order to
allow the teacher to accommodate students' various learning styles and
responses to different kinds of activities.

1.   Prepare a mitten collection by asking students to bring in a pair
     each. (Label pairs with name tapes inside.) Lead a
     question-and-answer session introducing the language patterns
     outlined on your planning sheet; for example:

          Where are your mittens? John's mittens? My mittens?
          Bring me the blue mittens; the red mittens.
          Can you put your mittens on the table?
          Whose mittens are these?
          What colour are Ruth's mittens?

2.   Teach the children songs about clothing, or use an action song in
     which the words relate to clothes.

3.   Play games involving clothing. Collect a large assortment of
     children's and adults' winter clothing in a box. Use the items
     for the games. For example:

     a)   Play the game "Guess what clothing is in the bag". Put one
          article of clothing in the bag, then ask students questions
          that will help to identify the item: "Is it a hat? Is it
          worn outside only? Is it small? Is it big?"

     b)   Have the children hang real or paper replicas of clothing
          articles on a clothesline. The clothing can be put in a
          basket, and the children can pretend to hang the clothes
          while talking about the items they are hanging. Students can
          be paired for this activity: one student can ask for a
          specific article, and the other student must find it in the
          basket.

     c)   Play an identification game. Hold up items of clothing from
          the box for identification. Students can work in small
          groups, taking turns being the leader and asking the others
          questions.

4.   Have the students do artwork related to clothing. For example:

     a)   Have students work in pairs or small groups to make a collage
          of pictures of clothing cut from a catalogue.

b)   Make an outline of each child's body on large chart or brown
     paper, or on scrapbook-sized paper. Using scraps of real
     material, have students cut out clothing items to paste on
     their "picture". Have students name and discuss the clothing
     they have chosen. For example: "That's me. I am wearing
     red slacks, white socks, and mocassins. This is my blue coat."

Evaluation

Evaluation and assessment techniques should measure students' growth in
knowledge and skills in the context of the stated objectives. Ongoing,
day-to-day assessment should reveal whether remedial or enrichment
activities are necessary. Assessment of students' progress will, of
necessity, be subjective; but it is possible to apply standardized
assessment procedures. For example, teachers can prepare checklists
for each student in order to record information on the student's
understanding and use of the Native language. Is the student using a
one-word response, or is he or she trying to use complete sentences?
Is the student participating in the unit activities? Using the answers
to these types of questions as a guide, teachers can observe and listen
to students during small-group activity time and can discuss with them
their artwork or projects. Tape recordings of the students'
conversations during activity time can later be analysed to assess the
students' use of the Native language.

For a more detailed discussion of evaluation in the NSL program
as a whole, see the section "Evaluation", pp. 69-82.

Materials and resources

The following materials and resources will be useful for this unit:

-   pictures of children and adults wearing winter clothing;

-   a clothesline and clothespins;

-   articles of winter clothing in adults' and children's sizes;

-   art supplies, such as scraps of material, catalogues,
    scissors, glue, bristol board, chart or brown paper, and
    crayons; prepared activity sheets of drawings of various
    articles of clothing; construction paper, labels, and paper
    bags.

Sample Teaching Unit B

Introduction

Students will find it interesting to contrast traditional and modern methods of classification and measurement. This short unit will introduce them to traditional methods of classifying and measuring objects, and will expand their knowledge of the way people view the world. This unit is designed for an Algonquian language program and is suitable for use in the Intermediate Division. It is assumed that students have had at least three years of previous NSL instruction.

THEME: Communication
SUBTHEME: Mathematics in the Native Language
UNIT: Classifying Things
TIME: One week
DIVISION: Intermediate

Objectives

Students will learn to:

-   understand the differences between traditional and modern ways of measuring objects;

-   classify articles using traditional descriptions;

-   understand and appreciate aspects of the Native culture revealed in the expressions and linguistic concepts introduced in the unit.

Content

1.   Language patterns*

     Classification system:
     -    round (globular) objects (e.g., apples);
     -    long and rigid (sticklike) things (e.g., sticks);
     -    long and flexible (stringlike) things (e.g., laces);
     -    thin (sheetlike) things (e.g., blankets);
     -    soft (baglike) containers (e.g., bags of potatoes);
     -    rigid containers (e.g., wooden boxes, tubs, barrels).

2.   Vocabulary

     Review:
     -    counting;
     -    vocabulary of objects connected to the classification system
          (e.g., apples, potatoes, sticks, fishing rods, paddles, rope,
          blankets, bacon).

_____

*   See Part B of this guideline, <u>Language Patterns for Algonquian
    Languages</u>, for examples of these patterns.

New:
- classification according to the qualities of the object (note the endings);
- vocabulary required for any of the activities in this unit.

3. Communicative concepts

- identification and description;
- quantity, extent, and dimension.

4. Language functions

- requesting, giving, and receiving information;
- explaining;
- hypothesizing.

5. Aspects of culture

- Students will learn to classify and measure objects according to the unique Algonquian system.

Teaching activities

The following is a list of activities suitable for small-group or individual work.

1. Assemble a collection of objects that represent the six categories in the classification system. Ask the students to describe the ways in which the items can be classified. Apples, sticks or pieces of wood, laces, blankets, bags of potatoes, and wooden boxes are easily distinguishable and classifiable. In their discussion, the students will try to determine how the classification system is organized. If they encounter difficulties, you can give clues by pointing out objects that fit into a particular category. Students may find it necessary to move on to activity 2 to complete their study of classification.

2. Have the students interview elders in the community to discover the words used to classify other common household items and to follow up on the initial work of activity 1. They can then analyse the vocabulary list, looking for the endings that denote categories. Students can record the interviews on tape or in writing. In class, the students can contribute new words to the vocabulary list and can discuss new ideas for classifying objects.

3. Have the students work on a craft project that requires them to use language to describe "long and flexible (stringlike) things", such as laces, and "thin (sheetlike) things", such as a piece of hide, and to classify the material they need. A craft worker may be invited to participate in the project with the students, both to demonstrate his or her craft and to help students hear and use the language of classification.

4. Have the students plan a camping or fishing trip by preparing a list of the items they will need, or by assembling a collage of pictures of items associated with such a trip and labelling the items in the collage. They can prepare a skit on "Going Fishing" or "How to Make a Campfire". They should become aware that every object fits into a category different from the categories used in English. For example, each of the following sentences includes an object that refers to the classifications outlined on p. 58:

How many sleeping bags do we need? (thin, sheetlike thing)
Let's take a slab of bacon. (sheetlike thing)
Put another piece of wood in the fire. (long and rigid thing)
Do you have the fishing pole, line, and net? (long, sticklike thing)
We'll need some worms for fishing. (long, flexible thing)

Evaluation

Assessment techniques should be closely related to the kinds of activities through which the material was presented, and should be designed to evaluate accurately the student's success in achieving the specific objectives of the unit. For example, oral participation in activities 1 to 3 can be assessed by taping the students' discussions and/or listening to them while they are working, and noting the observations on a checklist. Teachers can discuss the craft project with a small group of students, listening to and assessing their explanations of how they made the craft and what materials they used. Teachers should monitor the students' use of the classification patterns and determine whether they are using one-word responses or complete sentences.

Small-group presentations of dialogues or plays can be used to assess student progress. Teachers should measure the students' understanding of the concepts of the classification system and their use of the language. Students' self-evaluation of their efforts and contributions to the presentations can also form part of this element of the assessment process.

For a more detailed discussion of evaluation in the NSL program as a whole, see the section "Evaluation", pp. 69-82.

Materials and resources

The following materials and resources will be useful for this unit:

- food items, camping gear, craft supplies, grocery bags, soft containers, rigid containers;

- craft workers in the Native community.

Planning Lessons

When planning lessons intended to achieve the objectives of a unit,
individual differences in students' learning styles and motivation, the
grouping of students, and the pacing of lessons are factors that must
be considered.[8]

Individual differences

Individuals vary in the ways in which they receive, process, recall,
apply, and transmit information. Each student will have a preferred
learning style. Some will benefit more from oral instruction, others
from the written word; some from manipulating concrete materials,
others from working with abstract ideas; some from self-directed
activity, others from the structured presentation of ideas; some from
individual effort, others from group interaction. Teachers should be
prepared to identify the learning styles, needs, and abilities of
students in the class and to make the necessary adjustments in the
design, development, and presentation of the course. Differences in
learning styles affect student motivation.

Motivation

Students are motivated to learn when the lesson content is tailored to
their interests, maturity level, language skills, and cultural
experience, and when the material they are working on involves language
that is slightly more difficult than the language they can handle
easily. Students become bored if the material is too easy and
frustrated if it is too difficult.

Students are also motivated to learn when they are taught language
that can be used in "real" conversations, inside and out of class, in a
variety of contexts. Lessons should include expressions to use with
adults, at home, and in play or classroom contexts with peers. For
example:

You're it!   It's lunchtime.
Throw it over here.   Pass the salt.
Give me another card.   Clear the table.
Lend me your eraser.
It's my turn.

Grouping of students

The effective grouping of students in pairs or small groups can help
to make the most of their strengths and can make it easier to cope with

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8.   For background information about the characteristics and needs of
      Native students, teachers are directed to the following documents:
      Ministry of Education, Ontario, People of Native Ancestry:
      A Resource Guide for the Primary and Junior Divisions (Toronto:
      Ministry of Education, Ontario, 1975), pp. 9-17, 20-21, and
      28-31; and Ministry of Education, Ontario, People of Native
      Ancestry: A Resource Guide for the Intermediate Division (Toronto:
      Ministry of Education, Ontario, 1977), pp. 3-5 and 8-9.

variations in the students' preferred styles of learning. For example, appropriate grouping can address the needs of students who vary in their degree of language proficiency. Group work can allow advanced learners to help those with less experience in the language, and can provide opportunities for those of similar proficiency to work together.

Pacing lessons

Language lessons must be planned so that students change activities frequently. Even the most mature and highly motivated language students can concentrate on one language task for a certain length of time only. A twenty-minute lesson will normally include three or four activities. The objective of the lesson does not change; only the approach to it is varied so that students do not become bored or frustrated.

Planning suggestions are only a general guide to what happens in the classroom. Even if each lesson does not go according to plan, it is usually possible to accomplish all the objectives of the unit. Lesson plans should be flexible enough to take advantage of a community event, for example, and to meet the immediate needs and interests of the students.

A checklist such as the following is useful for reviewing lesson plans. Keeping notes about a particular lesson's success or failure will be helpful when units are reviewed.

Checklist for lesson planning

Each lesson should be considered in the light of the following questions:

- Do the objectives of the lesson fit within the rationale of the unit as a whole?

- Is the proportion of practice in each of the four language skills suitable to the age and language experience of the students?

- Will the students learn and practise new and review material in contexts that are meaningful to them?

- Are the activities organized so that each student will be actively engaged most of the time?

- Are the activities designed so that each student can work at something that is challenging but not too difficult?

- Are group activities planned so that students can have opportunities to interact with each other for their mutual benefit?

- Are the activities sufficiently varied to keep the students interested?

- Is each learning activity approached from a variety of angles so that students can learn and practise in various contexts?

- Is a review of previously taught material incorporated in the lesson?

- Is there provision in <u>this lesson</u> for informal assessment of student progress?

- Have the choice and development of the materials in the lesson made the best use of available resources?

- Will all the elements of the lesson combine to create an experience for the students that bolsters their confidence in what they know, stimulates their interest in learning more, and increases their respect for the Native language and culture?

⬧ Credit Courses in Secondary Schools

NSL courses in secondary schools will vary not only according to the level of difficulty at which the course is offered, but also according to the starting point of the students. The aims of the courses for those who begin the NSL program in Grade 9 are the same as for those who begin language studies earlier, but expectations for their achievement will differ. All NSL courses should emphasize communicative ability in listening, speaking, reading, and writing and the enhancement of students' self-esteem, and should prepare students to further their study of the Native language in school and in the community. The planning of detailed courses of study at the local level must take into account the program entry point of the students. For a discussion of the objectives and content suitable for the different program streams, refer to the sections "Objectives" and "Course Content" (pp. 10-38 and 40-52).

Levels of Difficulty

In accordance with OSIS, credit courses from Grades 9 to 12 may be offered at one or more of three levels of difficulty — basic, general, and advanced. Courses are to be adapted to meet the learning needs of exceptional students.

Courses at the basic level

Basic-level NSL courses are intended for students who have experienced difficulty in the Native-language program or in the academic program in general. It is important to the self-esteem of students in the basic-level course that they study the Native language in a group whose members share similar educational goals.

NSL courses at the basic level should be practical in nature and should offer learning activities that help students to develop good work habits and a positive self-image. Teaching strategies should take into account the variation in skills and abilities of the students and should provide for differences in preferred learning styles. Small-

and large-group work will allow students to work at their own pace and will help them to feel more comfortable about contributing their ideas to the class. The language presented in the lessons should relate to community events wherever possible, and should be immediately useful to the students. Ongoing reviews of content will help students to consolidate their language knowledge and skills. Recognition of the students' participation, of improvement in their work habits, and of their progress in language skills will help them to feel that they are succeeding in their language study.

Courses at the general level

NSL courses at the general level must focus on language that deals with concrete matters whose practical applications can be easily understood and mastered. Careful, ongoing reviews of structures and vocabulary and presentation of new material combined with material with which they are familiar will help students to develop and consolidate their skills in the Native language. Activities should suit the students' interests and language background, and should reflect the ordinary uses of the language in their community. This will enable them to learn successfully and will enhance the students' sense of self-worth. More theoretical material could be introduced, such as comparisons of language usage within language families, once students have mastered the immediate practical applications of the language. In Senior Division courses, it is appropriate to encourage independent study and the development of research skills, such as interviewing.

Courses at the advanced level

Advanced-level NSL courses are suitable for students who show a particular aptitude for language learning or who are preparing for university. All the aims applicable to general-level and basic-level courses can be incorporated in advanced-level courses. Abstract concepts and theoretical material should be presented through practical applications. Activities chosen should help students to become adept at using the Native language with clarity and precision in situations involving a variety of audiences. A course in NSL at the advanced level can proceed at a faster pace and can treat the content in more depth than basic- and general-level courses. In Senior Division courses, independent study and the development of research skills, such as interviewing, are appropriate activities.

Course Credits and Coding

Programs in NSL must be continuous from the starting grade to the final year in which NSL is offered. For credit courses in secondary schools, two credits will be available in the Intermediate Division and two in the Senior Division. Students taking NSL courses at the basic and general levels will follow a sequential program from Grade 9 to Grade 12. Students taking courses at the advanced level will take these courses in Grades 9, 10, and 11. The second credit in the Senior Division for such students is the OAC. Students who intend to take an OAC in NSL must have completed one NSL course at the advanced level in the Senior Division.

The first three characters of the course code for NSL courses are as follows:

Cayuga	LNA	Cree	LNC
Mohawk	LNM	Delaware	LND
Oneida	LNN	Ojibwe	LNO

The fourth character (1 to 4) in a complete course code denotes the grade (9 to 12); 0 denotes "OAC". The fifth character (A, B, or G) denotes the level of difficulty at which the course is offered (basic level, general level, advanced level).

Bilevel Classes

In some secondary schools it may not be possible to offer separate classes in NSL at each level of difficulty. Bilevel classes can be organized to serve groups of students in the same grade taking general- or advanced-level courses. While the overall aims of the course for a combined class remain the same, specific objectives, activities, and expectations for student achievement will differ.

When a bilevel class is organized, grouping procedures will become a particularly important part of the teaching and learning process. Grouping permits the teacher to offer a varied program that accommodates different levels of difficulty and rates of learning. Grouping also frees the teacher to work with individual students or small groups while other students in the class are proceeding with their assignments.

Considerations for Grade 9 Courses

Teachers should refer to the charts in the "Language Skills" section of this guideline to determine which teaching activities are suitable for Grade 9 courses. For those students who enter Grade 9 with previous experience in an NSL program, the NSL course should build on the previous formal instruction.

For students beginning their study of a Native language in Grade 9, teachers should consult the charts, particularly the column headed "Program Entry Points - Grade 9".

It should be pointed out that a beginners' NSL course is not to be equated with a basic-level course.

Course Design

All NSL courses at the secondary school level, in all program streams and at all levels of difficulty, should be designed to help students to develop their communication skills in the Native language under study.

In the design of a credit course, reference should be made to the charts on pp. 13-38, which list the overall objectives and the specific skill objectives for each of the four language skills and for the development of cultural awareness. The objectives have been identified by division and program stream.

Course Content

To achieve their language-skill and cultural objectives, all NSL courses must incorporate the following strands:

- themes;
- culture;
- language patterns;
- communicative concepts and language functions.

For a detailed discussion of these content strands and suggestions about incorporating them into NSL courses, refer to the section of this guideline entitled "Course Content" and to Parts B and C of this guideline (Language Patterns for Algonquian Languages and Language Patterns for Iroquoian Languages, respectively).

The Evaluation Process

Evaluation in secondary school courses is to be based on the appropriate weighting of language skills (see Figure 1). Methods of evaluation should be appropriate to the course's level of difficulty. In all courses and at all levels of difficulty both formative and summative evaluation must be part of the evaluation. A summative evaluation must not constitute the major proportion of a student's final mark.

For a more detailed discussion of evaluation and evaluation techniques, see "Evaluation" (pp. 69-82). For suitable activities for assessment purposes, refer to the charts in the section "Language Skills" (pp. 13-38).

◈ Cross-curricular Components

Computers in the NSL Classroom

Computers are becoming an integral part of daily life, and the application of computers in educational programs is expanding. As yet, very little work has been done on the use of word processing and computer-assisted instruction in Canadian Native languages. There is great potential, however, for the incorporation of the computer into the NSL classroom.

The hardware and software currently available allow computers to handle word processing and data-base programming in Native languages. At present, these two uses hold the most promise for NSL programs. In this way, teaching and learning materials can be developed locally. The existence of dialectal differences, the use of multiple writing systems within language groupings, the use of writing systems not based on the Roman alphabet, and the lack of basic Native-language research has meant that reading and reference materials have not been developed commercially.

Word-processing programs permit both the teacher and the student to create, edit, and print their own textual material. Employing data-base programming will allow teachers and students to sort language information into different categories and to create their own reference materials, such as word lists and lexicons.

At present, computers can be used, with minor modifications, in the study of languages that use the Roman alphabet. Type fonts will have to be developed for those Algonquian languages that use syllabics and those Iroquoian languages that have special characters and diacritical marks.

Other types of language-arts computer programs that have potential application in the NSL program include games and puzzles, tests and quizzes, drills, and practice, reading, and tutorial programs.

Exceptional Pupils

Some exceptional students can be accommodated in a regular NSL class by making only minor changes in objectives or by placing emphasis on certain teaching techniques. Other exceptional students will require more extensive modification of the program in terms of pacing, breadth or depth of content, methods of assessment, or teaching strategies.

There are five broad types of exceptionality: behavioural, communicational, physical, intellectual, and multiple. The Identification, Placement, and Review Committee of a school board identifies students who are exceptional. Courses designed from this guideline should provide such students with learning experiences that respond to their abilities, interests, and aspirations not only in terms of content and teaching method but also in terms of the evaluation techniques used to assess students' progress.

While the NSL program must be modified — chiefly in terms of level of difficulty and expected rate of progress — to accommodate the unique needs of exceptional students, the general objectives and direction of the guidelines should be maintained. The assistance of additional professional staff and the use of specialized equipment or facilities may be required.

The following Ministry of Education publications contain suggestions on teaching strategies for exceptional students:

- Behaviour, 1984

- Children With Communication Exceptionalities, 1979

- Children With Learning Disabilities, 1984

- Children With Mild Intellectual Handicaps, 1979

- Children With Moderate and Severe Intellectual Handicaps, 1981

- Children With Physical Handicaps and Health Impairments, 1978

- The Gifted Learner, 1984

- Vision, 1987

◈ Values Education

Values education is an integral part of school experience; it is part of the study of all subjects at all levels. There will be regular opportunities in the NSL program to reflect on the values and issues that arise from the subject matter, from the learning activities, and from students' relationships in the classroom and in their communities. These opportunities are intended to help students to examine and clarify values within a social context and to develop reflective skills that will assist them in solving the value conflicts they experience in their personal lives. In the classroom, reflection on values and issues should take place in an atmosphere of dispassion, fairness, and respect.

It bears repeating that since language and culture are intertwined, one cannot learn a language without learning about the culture and heritage of the language group. Classroom readings and discussions of historical and modern Native culture will help students to understand that cultural differences are enriching and worth preserving in Canada's multicultural society.

For Native students the opportunity to learn their ancestral language will be of paramount importance in their education. Research indicates that there is a relationship between a student's self-image and his or her success as a learner. The NSL program will give Native students many opportunities to enhance their sense of self-worth by developing an appreciation of their rich cultural heritage and a positive view of themselves as Native individuals and as members of a Native nation.

◈ Guidance and Career Opportunities

Guidance personnel and other members of school staff should be encouraged to make students and their parents aware of the value and benefits of learning a Native language. Language studies offer students a variety of skills and work habits. They heighten students' sensitivity to and awareness of the culture under study, and encourage students to clarify their values. Students gain self-confidence as they add a new dimension to their ability to think and communicate.

Schools should be prepared to provide a comprehensive NSL program that will enable Native students to learn about the wealth and richness of their culture and heritage. Learning their ancestral language will help Native students to build a positive self-image, which will in turn become a motivating and sustaining force in their lives.

Guidance personnel and NSL teachers should ensure that all students with an aptitude for language learning are made aware of the variety of career opportunities available to those who speak a Native language. Education, social services, the arts, communications, and government are only some of the fields that hold career opportunities for bilingual or multilingual people.

EVALUATION

◈ General Principles

Evaluation is an essential component of the teaching and learning process as well as of program development. Evaluation should be viewed by the student and the teacher as a supportive, positive experience designed to foster the learner's growth and to improve programs. To be effective, evaluation must be systematic and ongoing. Teachers, principals, supervisory personnel, students, parents, and community representatives all have a role to play in the evaluation process, and they must have a clear understanding of that role before the process begins. The choice of methods and assessment techniques will depend on the purpose of the evaluation and on the kind of achievement or program that is being evaluated.

◈ Evaluating Student Achievement

Basic Considerations

If student achievement is to be judged fairly, assessment should be performed frequently. The information required and the purpose of the evaluation should determine the technique used to evaluate student performance in a specific situation.

Assessment must be directly related to the program objectives and must be based on classroom and community activities. The activities listed in the charts in the section "Language Skills" can provide a framework for the assessment of students' progress. Students should be given the opportunity to practise and apply their language skills before being assessed. New types of activities should not be introduced for assessment purposes; for example, vocabulary and structures that have been studied orally should be tested orally, not by means of written tests.

Another factor to be taken into account in designing evaluation methods is the degree of variation in the Native language that exists among Native communities. (See "Variations in Languages", pp. 5-6.) Evaluation methods must be sufficiently flexible to allow for significant variation in both the spoken and written forms of the language.

Students' facility in all four language skills - listening, speaking, reading, and writing - must be evaluated, and assessment procedures must reflect the teaching time accorded to the development of each skill. An estimate of the approximate weighting for teaching and assessing the four language skills in each division of the various streams is shown in Figure 1 on page 11. Since the four language skills are interrelated, most forms of evaluation should be based on students' facility in a combination of skills; examining individual skills in isolation may present an inaccurate picture. The relative importance of each of the skills measured in such integrated assessments should be reflected in the marking scheme.

A description of stages of proficiency for each of the four language skills is included at the end of this section. These descriptions, based on those formulated by the American Council on the Teaching of Foreign Languages, have been modified to correspond to the expectations of achievement set for students in NSL programs.

Types of Evaluation

Evaluation can be either formative or summative. Formative evaluation of student progress takes place throughout a unit, term, or semester. Formative evaluation may result in the teacher's modifying the program, the learning materials, or the teaching strategies. Summative evaluation, which takes place at the end of a unit or a period of time, measures the student's mastery of a significant body of material in the context of the stated objectives of the course.

Evaluation Techniques

To evaluate student progress, teachers need to employ a variety of assessment techniques. The following is a brief description of techniques that are appropriate for use in NSL programs.

Assessment of oral skills

To assess students' oral skills, teachers can use participation charts, checklists, audio- and videotapes, and ongoing observation of the students in class. Teacher-student interviews will also provide useful information. It is important to give fair weight to the extent to which the students contribute ideas and participate in activities as well as to the correctness of their responses.

Files of student work

Samples of student artwork, written assignments, project work, and tapes can provide a profile of student achievement over a certain period of time.

Teacher-created tests and examinations

Teacher-created tests and examinations can be used for formative and summative evaluation. When formal testing becomes part of the program (beginning late in the Junior Division) students should be informed about the types of test they will take, the expectations for their achievement, and the evaluation criteria. Although tests are an important part of student evaluation, they should not be used exclusively to determine a student's final mark in the course.

Student self-evaluation

Students should be encouraged to participate actively in assessing their own progress towards personal and program goals. They should be

aware of the need to reflect on and measure their own developing skills and to become responsible for their own learning.

For more detailed information on techniques of evaluation, see the Ministry of Education's resource guide.[9]

Reporting Procedures

School policy on promotion and the criteria used in the evaluation of student progress must be communicated to students, parents, and guardians. Assessment results must be summarized, interpreted, and presented on the forms used for such purposes by the school.

Stages of Proficiency

Five stages of proficiency are described below for each of the four language skills. The descriptions should be viewed as defining targets for performance in the Native language; they serve as benchmarks to guide teaching and evaluation in the NSL program. The descriptions can be used to create a profile of student achievement.

The descriptions are drawn from the joint work of the American Council on the Teaching of Foreign Languages (ACTFL), the Interagency Language Roundtable of the United States Government, and the Educational Testing Services, as represented in the ACTFL Provisional Proficiency Guidelines.[10] It is not anticipated that many students will reach stage 4 by the end of secondary school. The descriptions of stages 4 and 5 have been included here, however, to show the complete range of proficiency, from beginning speaker to fluent speaker.

Flexibility and caution should be exercised in the use of the information summarized in the descriptions. In each stage individual students will vary in their ability to handle the situations described. For example, in stage 1 of listening/speaking, some students may rely on one-word answers and gestures to express themselves; others will use more complex statements and more varied responses.

LISTENING/SPEAKING

Stage 1

Students will:

- be able to satisfy their immediate communication needs with confidence, both in and out of school;

- rely largely, in familiar situations, on short memorized expressions to ask and answer simple questions;

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9. Ministry of Education, Ontario, Evaluation of Student Achievement: A Resource Guide for Teachers (Toronto: Ministry of Education, Ontario, 1976).

10. American Council on the Teaching of Foreign Languages, ACTFL Provisional Proficiency Guidelines (Hasting-on-Hudson, N.Y.: ACTFL, 1982).

- be able to respond to and sometimes initiate simple conversations in the Native language;

- be able to convey and understand main ideas in unfamiliar situations through repetition, rephrasing, and gestures;

- often fail to communicate and to be precise in giving information, especially in conversations with persons not used to dealing with novice speakers of the language.

Stage 2

Students will:

- be able to converse socially with confidence in most routine situations encountered in and out of school;

- produce connected sentences in talking about concrete topics in familiar situations, though with uneven facility;

- still need help in handling more complex structures, especially in unfamiliar situations;

- make errors less frequently, speak with an intelligible accent, and have sufficient vocabulary and grammar at their command to allow generally accurate communication. Students' control of grammar will still be quite limited, however, and repetition or rephrasing will often be required when communicating with persons not used to dealing with language learners.

Stage 3

Students will:

- be able to participate effectively and confidently in most formal and informal conversations that arise in routine social contexts both in and out of school;

- be able to handle familiar and unfamiliar situations that call for language that can express support for opinions, make predictions, and solve problems;

- make infrequent errors that rarely interfere with communication even of detailed abstract information;

- possibly have an accent and occasionally use structures that seem non-Native, but that will rarely disturb a fluent speaker.

Stage 4

Students will:

- be able to participate actively in all conversations dealing with matters within their range of experience;

- be able to tailor their language style to specific audiences almost as well as they can in their first language;

- be able to express opinions, persuade, and provide information on a wide variety of topics;

- understand some local dialect variations and colloquialisms;

- have an accent and a command of usage and grammar that approximate those of a fluent speaker of the Native language.

Stage 5

Students will:

- be able to participate fully in all conversations dealing with matters within their range of experience;

- be able to tailor their language style to specific audiences as well as they can in their first language, in order to express opinions, persuade, and convey information on a wide variety of topics;

- understand many dialect variations and colloquialisms;

- have an accent and command of usage and grammar that are indistinguishable from those of a fluent speaker of the Native language.

READING

Stage 1

Students will:

- understand only the simplest connected text, such as short concrete descriptions, relying on memorized or already mastered printed material in order to do so;

- sometimes have to reread unfamiliar text with the help of a bilingual dictionary in order to identify main ideas, often overlooking or misunderstanding detail.

Stage 2

Students will:

- be able to read a limited range of materials with confidence;

- be able to decode unfamiliar language, often with the assistance of reference materials, and derive information from simple texts, providing the topic is familiar and the organization of the text is straightforward;

- often be unable to cope successfully with longer texts or to detect implications or tonal and cultural values in what they are reading.

Stage 3

Students will:

- be able to deal effectively and confidently with most texts they read for personal and school purposes;

- be able to grasp abstract ideas and their implications in lengthy passages on unfamiliar topics by relying on comprehension skills such as inference, interpretation, and evaluation;

- be able to use reference materials and locally developed resources effectively;

- often have difficulty with stylistic embellishments, unfamiliar or culture-specific information, and unfamiliar modes of organization.

Stage 4

Students will:

- be able to deal effectively with all styles and forms of writing on topics that are within their range of experience;

- be able to handle unfamiliar or culture-specific information by carefully analysing, verifying, and extending hypotheses;

- be able to follow most detailed explanations and formal arguments and appreciate most nuances of tone and style in written text.

Stage 5

Students will:

- be able to deal effectively with all styles and forms of writing on topics within and beyond their range of experience;

- be able to deal effectively with unfamiliar or
  culture-specific information by carefully analysing,
  verifying, and extending hypotheses;

- be able to follow detailed explanations and formal arguments
  and to appreciate all nuances of tone and style in written
  texts and in oral communication.

WRITING

Stage 1

Students will:

- be able to write in only the simplest fixed expressions,
  often relying on memorized material;

- make frequent errors in writing, whether the topic be
  familiar or unfamiliar, and have considerable difficulty in
  organizing and expressing their ideas, so that they are
  ineffectual in writing for purposes of communication;

- be severely limited in their ability to write for purposes
  of communication as a result of their attention to mechanics
  and their lack of confidence.

Stage 2

Students will:

- be able to write for purposes of communication with very
  limited confidence;

- be able to write short messages and take notes on material
  dealing with familiar topics, although their sentence
  structure will often be fragmentary and their text lacking in
  coherence;

- give evidence of an effort to follow the basic conventions of
  written language and punctuation;

- be able to write effectively enough to be understood by a
  person used to dealing with the writing of language learners.

Stage 3

Students will:

- be able to write for purposes of communication with some
  confidence;

- be able to compose generally coherent paragraphs and short
  pieces on topics that are within their range of experience;

- exhibit an understanding of and respect for the principles and conventions of effective writing;

- be able to draw on bilingual reference materials and community resources to improve their writing;

- commit common language and punctuation errors frequently, yet be able to write effectively enough to be understood by a person not used to dealing with the writing of language learners.

Stage 4

Students will:

- be able to write effectively and confidently for most purposes in and out of school;

- be able to compose pieces of varying length in several modes of writing and on different topics within their range of experience;

- demonstrate the ability to communicate in writing with some effectiveness with a variety of audiences and for a variety of purposes;

- occasionally use structures that are considered characteristic of a learner but that are easily understood by a literate fluent speaker.

Stage 5

Students will:

- be able to satisfy all their requirements for written communication with confidence (this would include various forms of personal communication as well as school or business assignments);

- be able to write reasonably well in a variety of modes on topics within their range of experience;

- demonstrate the ability to communicate effectively in writing with a variety of audiences and for a variety of purposes;

- occasionally use structures that are considered characteristic of someone who has learned the Native language as a second language.

◈ Evaluating the NSL Program

Basic Considerations

An ongoing review of the NSL program will allow members of the school staff and of the community to determine whether the program is meeting the needs of the students and whether the objectives set for the course have been met. Such ongoing assessment should form the basis of further development and/or modification of the program.

Supervisory officers, administrators, department heads, program personnel, and community representatives can gather data to evaluate Native language programs by:

- reading the courses of study;

- examining the materials used;

- observing classroom and community activities;

- discussing the program with teachers, parents, members of the community, and students;

- reviewing the methods used to assess student achievement and the results obtained;

- using a questionnaire to determine the reactions of teachers, parents, members of the community, or students.

Data gathering in itself, however, does not constitute evaluation. To be effective, assessment must lead to decisions and appropriate action.

Evaluation Checklist

The following checklist suggests criteria for the evaluation of an NSL program. The criteria are expressed as a series of statements to which various participants respond. The key to rating the responses is shown on the chart. A comparison of the comments of different parties can form the basis of a discussion of the effectiveness of the program.

CRITERIA	TEACHER	PRINCIPAL	STUDENT	OTHER
Key: VS - Very satisfactory SS - Somewhat satisfactory NS - Not satisfactory NA - Not applicable				
1. STRATEGIES The program: a) provides opportunities for students to communicate in the Native language;				
b) uses a combination of formal instruction, practice, and conversation appropriate to the students' stage of linguistic development;				
c) leads students from the study of structured content to free communication of their own ideas;				
d) provides a logical progression from one topic of study to the next;				
e) is planned on a school-wide basis so that one level of learning links up logically with the next;				
f) incorporates the fundamental principles of education in the division — Primary, Junior, Intermediate or Senior — for which it was intended.				

	CRITERIA	TEACHER	PRINCIPAL	STUDENT	OTHER
2.	**RESOURCES**				
	The program:				
	a) is planned to utilize resource people, special events, and field trips as part of the learning experience of the students;				
	b) is supported by adequate learning resources, such as films, videotapes, books, newspaper articles, and computer software;				
	c) is supported by a variety of reference materials.				
3.	**STUDENT NEEDS**				
	The program:				
	a) accommodates individual student needs, experiences, and interests;				
	b) is flexible enough to allow the development of topics in which students show special interest;				
	c) includes student-centred learning activities involving group work and individual work;				
	d) uses audio-visual materials appropriate to the students' level of maturity;				
	e) allows for practice of new or reviewed material in contexts that are familiar to students;				
	f) provides satisfaction and challenge for students;				

	CRITERIA	TEACHER	PRINCIPAL	STUDENT	OTHER
g)	provides for reinforcement without needless repetition;				
h)	provides additional student and enrichment activities when appropriate;				
i)	motivates and encourages students to make use of the Native language in the context of informal school activities (games, lunch breaks, etc.).				
4.	**LANGUAGE SKILLS** The program:				
a)	gives priority to listening and speaking in the early stages;				
b)	introduces reading and writing as support skills for language learning at a suitable stage (see Figure 1, p. 10 for recommended stages);				
c)	maintains a constant balance between students' development of language skills and their acquisition of language patterns and vocabulary;				
d)	provides opportunities for students to apply their skills in a variety of contexts (i.e., in teacher-student exchanges, group work, dialogue, narration, and a representative range of oral literature);				
e)	encourages an integrated approach to thinking, listening, speaking, reading, and writing.				

	CRITERIA	TEACHER	PRINCIPAL	STUDENT	OTHER
5.	CULTURE The program: a) presents cultural activities suited to the language competence and the maturity of students;				
	b) presents information about the way speakers of the language live and about their cultural heritage;				
	c) depicts accurately the historical and modern culture of the Native group under study;				
	d) increases students' sensitivity to and awareness of their Native culture by comparing and contrasting the Native culture under study with other cultures students are familiar with;				
	e) identifies, where appropriate, significant contributions by other Native-language groups to Canadian history and culture.				
6.	EVALUATION The methods used for the evaluation of students: a) employ an appropriate balance of formative and summative evaluation;				
	b) employ a variety of appropriate techniques;				
	c) are related to the instructional objectives of the program;				

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d) are used at suitable intervals;				
e) make appropriate use of student self-assessment;				
f) provide needed information to students, parents, teachers, and administrators;				
g) encourage the revision of teaching and learning strategies where necessary.				

GLOSSARY

Affective

Of or pertaining to feelings or emotions.

Affix

An element affixed to a word: i.e., a prefix, infix, or suffix.

Assessment

The use of data for evaluation purposes. Assessment can involve a variety of techniques and instruments.

Articulation (linguistic)

The utterance of the distinct elements of speech.

Board games

Teacher-prepared or commercially produced games, such as Scrabble, which are played on a printed board.

Cognate

A word that is related to another in a different language by virtue of a common root.

Cognitive

Pertaining to the processes of perceiving, knowing, and understanding.

Colloquial language

The language used in ordinary conversation, as opposed to formal speech or writing.

Communicative competence

The ability to communicate functionally in a language; mastery of vocabulary, grammar, syntax, and idiom sufficient for communication.

Course of study

Teaching sequence composed of units of study organized for the period of one school year or its equivalent.

Curriculum

The total educational experience of the student while he or she is under the auspices of the school.

Curriculum guideline

A document issued by the Ministry of Education that outlines courses of study in a particular discipline. All credit courses developed at the local level must be based on the appropriate guidelines.

Decoding

Reading.

Dramatization

The recasting of a story or other material in dramatic form.

Evaluation

A subjective value judgement based upon information gathered through assessment. The results of evaluation can be used in implementing program changes, in making decisions about student promotions, or in assigning marks. See also Formative evaluation and Summative evaluation.

Formative evaluation

Evaluation that is used in the process of teaching to assess the effectiveness of the instructional methods used.

Grapheme

The written representation of a sound.

Infix

A derivational or inflectional affix inserted in the body of a word.

Language-experience approach

A classroom approach applied in the teaching of reading and writing, in which material composed by the students, individually or in groups, is used for reading practice.

Language practice

Formal drills based on vocabulary and structures familiar to students.

Language pattern

A meaningful, systematic arrangement of words according to their grammatical function. For example, the + (adjective) + (noun) is a language pattern, in which the substitution of different adjectives and nouns leaves the pattern unchanged: "the brown dog," "the blue car".

Levels of difficulty

The three levels at which courses in secondary schools may be offered: the basic level, the general level, and the advanced level.

Manipulation

Practice in the use of grammatical structures or vocabulary in drills, which require students to replace or restructure language elements.

Moon Walk

A game in which players must choose, from a list provided, items that they would take with them on an imaginary trip to the moon. The number of items that may be chosen is limited; students must justify their choices.

Morpheme

The smallest meaningful unit of a language; morphemes include words, roots, affixes, and inflectional endings: e.g., dog, run, pro-, -ess, -ing.

Norm-referenced testing

Testing that seeks to compare an individual's performance with the average performance of a group of similar individuals.

Orthography

A fixed system of spelling, and by extension, of writing.

Personalization

The manipulation, by an individual student, of familiar grammatical structures and vocabulary in order to express personal needs and opinions. Personalization is an essential step in achieving a functional command of a language.

Phoneme

The smallest unit of speech of a language, serving to distinguish one word from another (e.g., the c in cat and b in bat).

Phonemic accuracy

A standard of pronunciation, according to which each word is composed of a set of specific sounds. Words are spoken with phonemic accuracy if they are comprehensible to native speakers of the language.

Phonetics

The study and classification of speech sounds.

Phonetic accuracy

A standard of pronunciation, according to which language sounds are spoken in a way that is indistinguishable from the pronunciation of native speakers.

Receptive and expressive skills

There are four generally accepted language skills: listening, speaking, reading, and writing. Listening and reading are receptive skills, speaking and writing are expressive skills.

Role-playing

An instructional technique involving the portrayal of a situation, condition, or circumstance by a member or members of a learning group.

Roman alphabet

The letters a through z as written in Western European languages.

Scrambled sentences

Sentences consisting of jumbled fragments. Students are required to rearrange the elements to produce grammatical sentences.

Sight reading

The act of recognizing and understanding words and sentences in context without advance preparation.

Simon Says

A fast-paced game in which students respond to commands. Legitimate commands are preceded by the words "Simon says". A student who by mistake performs an action that "Simon" has not told him or her to do must drop out of the game.

Simulation

The act of making learning materials and practice realistic, by imitating real situations in which the learning may be applied.

Strip stories

A series of uncaptioned pictures or drawings for which students supply descriptions. Taken in sequence, the descriptions form the outline of a story.

Structure

See Language pattern.

Summative evaluation

Evaluation at the conclusion of an educational plan or activity, to determine whether or not the learners have achieved the objectives of the unit or course.

Syllabic script

A non-roman writing system, in which one symbol represents a unique sound.

Syllabary

A syllabic "alphabet" that is written as a table, with one line for each consonant sound, and one column for each vowel sound. The table is called a syllabary.

Transformation

The alteration of the form or function of a sentence by the addition or rearrangement of elements.

Unit of study

A grouping of content and learning experiences organized around a central topic.

Whisper Game

A game in which students form a circle. One student whispers a word or a short message in the ear of his or her neighbour. That student whispers it to the person on the left, and so on, until the message has come full circle to its point of origin. The final message is then compared with its original.

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